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TELEVISION JUNIOR COLLEGE IN OREGON, 1959-62. PRELIMINARY REPORT 2.

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A 2-YEAR STUDY WAS MADE OF THE STUDENT ENROLLMENT IN THE COLLEGE OF THE AIR. THE LARGEST GROUP CONSISTED OF PROFESSIONAL PEOPLE, THE MAJORITY OF WHOM WERE TEACHERS. IT WAS CONCLUDED THAT TO MAKE INSTRUCTIONAL TELEVISION MORE EFFICIENT THE NUMBER OF COURSES OFFERED SHOULD BE CONSIDERABLY REDUCED. REPORTS ON THIS STUDY ARE ED 003 637 THROUGH ED 003 640. (LP)

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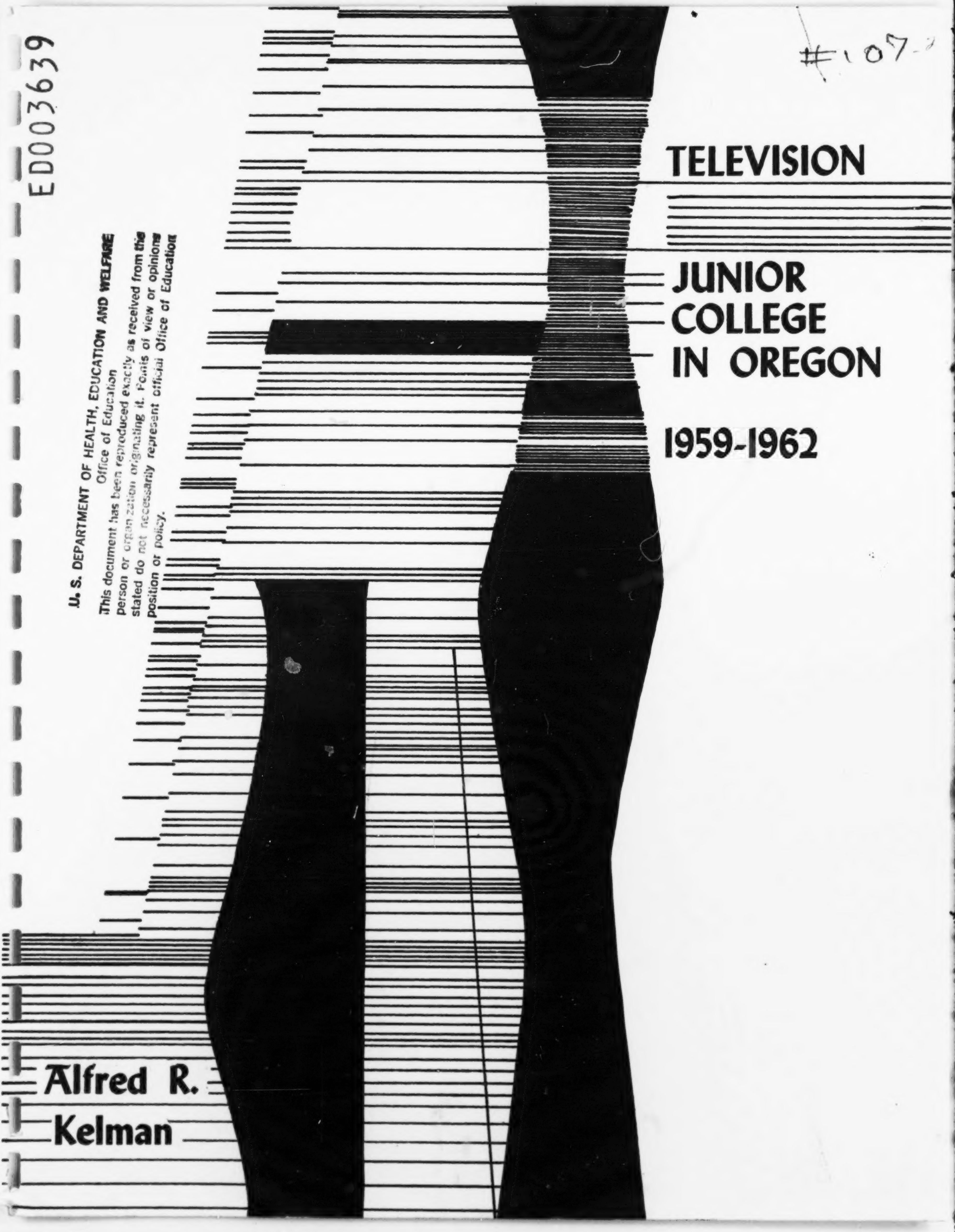

TELEVISION JUNIOR COLLEGE IN OREGON

1959-1962

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Alfred R. Kelman

/ Television Junior College in Oregon,
1959-62 —— Phase 2. /

-- made possible by a grant from the United States Department of Health, Education and Welfare (under Title VII of the National Defense Education Act) to the Department of Educational Media, General Extension Division, Oregon State System of Higher Education --

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Research Director
KOAC-TV, Channel 7, Corvallis
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Oregon Educational Television Network

October 4, 1962

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For the past three years, Dr. James M. Morris, Director of KOAC-AM-TV and Assistant Director of the Department of Educational Media, General Extension Division, Oregon State System of Higher Education, has acted as the Project Director of the study. Dr. Morris submitted the original proposal for the study to the Department of Health, Education and Welfare. As the Project Director, he has initiated and enacted the necessary administrative action within the General Extension Division to guide the project and to insure the attainment of our research objectives.

For the past two years, Marshall N. Goldstein, Director, TV Study, The Institute for Community Studies, University of Oregon, has acted in the official capacity of Consultant to our project. His guidance and advice have been invaluable especially in developing and testing certain hypotheses indicating the nature and extent of the need for instructional television. However, I, as the writer of this report, assume all responsibility for any inaccurate or inadequate presentations.

My expression of thanks to these people for their contributions to the project also should be extended to the Office of Televised Instruction, Department of State-Wide Services, General Extension Division, and in particular to Mrs. Dora Prentiss, Director of the Office of Televised Instruction; Mrs. Justine Knoll, Mrs. Judy Uchytil, and Mrs. Virginia Stump, Research Assistants for the study; and Mr. Jerry Jaqua, Laboratory Supervisor, Computation Center, Oregon State University.

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PREFACE

In January 1959 Dr. James M. Morris submitted a proposal to the U. S. Office of Education that embraced a broad structure for the conducting of "An Experiment in the Use of Educational Broadcasting to Meet the Growing Needs of the Junior College Program for the Youth of Oregon."

> Educators and the general public alike are concerned with the dichotomy which exists in Oregon education: The growing need for a Junior College program for the state's youth, and the facts of an Oregon population distribution into small cities where it would prove economically difficult to finance the traditional type of junior college. All Oregon cities financially able to support this type of institution now have a college or university within their area. Yet many youths residing in small cities and towns do not go on to college and to institutions of residence. Oregon has only one publicly supported community college, located at Bend.
>
> It has been proposed that this experiment be conducted to determine the feasibility of meeting this need through the use of open-circuit television as supplemented by educational radio, capitalizing on Oregon's unique educational broadcasting service and the operation of KOAC-AM and KOAC-TV by the Oregon State System of Higher Education. All television courses offering college credit approved by the State System of Higher Education are accepted by our institutions for meeting graduation requirements.

In these words, Dr. Morris justified the proposal and explained why it would be possible to carry on the experiment. Dr. Morris went on to amplify the workings of his plan:

> In the Oregon State System of Higher Education freshman and sophomore work in liberal arts and sciences is unspecialized. Students completing two years of work and fulfilling all requirements for junior standing select a major in a specialized field by the end of the sophomore year.
>
> For many students who plan to complete work for a bachelor's degree the freshmen and sophomore years provide broad general education and a foundation for their later specialization in the junior and senior years in the liberal arts and sciences or in a professional or technical curriculum.
>
> For the purpose of adjusting the work to the twofold objective of general education and exploratory studies, freshman and sophomore work in liberal arts and sciences has been arranged in three groups, each representing a comprehensive field of knowledge: LITERATURE, SCIENCE, SOCIAL SCIENCE. All candidates for the bachelor's degree intending to major in liberal arts and sciences are required to complete at least nine

> approved hours (one year's sequence) in each of the three groups and at least nine additional hours in any one of the groups.
>
> Course offerings from the institutional catalogs fulfilling these basic group requirements will be chosen for this experimental TV Junior College for the state of Oregon. In addition to selecting courses which will fulfill the initial requirements of those intending to take up residence on one of the campuses and complete work toward a degree, criteria will include general adult appeal. It is recognized that many adults who plan no formal degree program will follow these courses and that this experimental Junior College project will contribute much to general citizenship competency while serving the primary purpose of college course requirements.

Note the last two sentences of the last paragraph. In effect, the project assumed a twofold nature or objective: (1) to serve youth preparing for college, and (2) to provide adult education opportunities. While this concern for the adult audience did not destroy the basic concept of directing telecourse offerings to the youth of Oregon, it generated certain administrative action that could be construed to be not in the best interests of the primary purpose of the project and the study--that of determining the feasibility of meeting the educational need of the youth of Oregon with instructional television.

The conflict did not arise over the criteria to be employed in selecting a course. There was no basic conflict in this area. If the course was part of the Lower Division curriculum it met the basic distinction to be employed in selecting a course to appeal to and to serve the purpose of the recent high school graduate.* This distinction did not hurt the appeal of or reduce the value of a course to the adult student for all practical purposes. The conflict occurred in the area of the dissemination of information about the telecourses to the public. A little history is necessary here to clarify this conflict and to explain the meaning of the conflict to the basic objective of the study.

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*For the purpose of this study, the phrase "youth of Oregon" is used synonymously with the phrase "recent high school graduate," the latter being more confining and descriptive.

First, a definition of the General Extension Division and a short explanation of the structure of this organization within the Oregon State System of Higher Education is in order. "The General Extension Division is the educational administrative agency that leads the way for the State System of Higher Education instructional units toward the achievement of excellence by individuals in their private and social capacities through the provision of adult higher education."* This agency, through the Department of Educational Media, operates Channel 7, KOAC-TV, Corvallis, (and Channel 10, KOAP-TV, Portland, but the role of this station in our story is not yet upon us) for the Oregon State System of Higher Education with the authority of the Federal Communications Commission. However, the eventual inheritor of the administration of the telecourse operation was not to be the Department of Educational Media but the General Extension Division's traditional adult education teaching unit, Department of State-Wide Services, through the newly created Office of Televised Instruction. This meant the Project Director of the study had to coordinate project decisions with the administrative decisions of the Office of Televised Instruction. The television station(s), naturally, remained the broadcasting facility responsible for the producing-directing and the telecasting of the courses.

During the first year of the project, 1959-60, four evening courses were offered in conjunction with the Television Junior College project.** Whatever the publicity and promotion effort put forth for the project and the courses for that year, mention was given to the fact that these courses were offered to the individual so that he might have the opportunity to complete the freshman and sophomore years of college through television. The implication was, if you can't attend a campus you can use television as an equal substitute.

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*"Grey Book," General Extension Division: Concept-Administration-Organization-Services (statement of policy and objectives), 1960-61.

**They were: Principles of Economics, Shakespeare, English Composition, and College Math. The first two courses originated from Channel 7's Eugene studio on the campus of the University of Oregon. The last two originated at the main studio of Channel 7, KOAC-TV, on the campus of Oregon State University in Corvallis.

In addition to these TV-JC funded courses, four lower division courses also were open for enrollment to the public through the General Extension Division. These courses were telecast in the morning and were identified to the public as inter-institutional; that is, they were part of a continuing Ford Foundation higher education experiment, linking four campuses in western Oregon by open-circuit television over KOAC-TV.*

In addition to these eight courses, commercial TV stations in the Portland and Eugene areas carried Continental Classroom early in the morning, open to the public for credit once again through the General Extension Division. Also, a production of a psychology course taught by a faculty member of Portland State College (one of the institutions of the State System of Higher Education in Oregon) was carried at the early morning hour over a commercial Portland TV station (Channel 10, KOAP-TV, the sister station of KOAC-TV, was not yet on the air). The General Extension Division offered the credit. This course also was used by students of Portland State College as an equal substitute for a regular section. Rounding off this early morning education available to the public was one of the TV-JC evening courses, telecast as a repeat over commercial TV.

Regardless of the confusion created by the numerous names used to identify these various blocks of courses, Television Junior College kept its name and concept intact when disseminating information about its program of televised instruction. However, the fact that TV-JC kept its name was not so important as the fact that the concept was not lost. The determination of the feasibility of a Television Junior College would be dependent on students--a small group or a multitude--enrolled in a program of televised instruction with a specific purpose in mind--to meet the requirements of the first two years of college by TV. Obviously, if potential students were to enroll, they would have to know such a form of education existed.

That summer, 1960, after the first year of the project, a decision was reached by the administration of the General Extension Division to classify all telecourses offered for credit under the name, "College of the Air." This action had many merits. The creation of a whole in this instance was superior to the existence of a program of fragmentation. Communication to the public about the extensive educational opportunities available via television would be more coherent than before. From the standpoint of the study, after the number of students enrolled in televised instruction for the first year had been tabulated, it was clear that the feasibility of this program of instructional television to meet the need for a Junior College program was questionable. The evening courses, specifically selected, designed, and publicized for this purpose, not only had very few students, but had fewer students than the general, early morning courses. Also, the average age of the students was high, beyond what might be considered the age of recent high school graduates. The students for whom the TV-JC programs were created did not respond as they had been hoped to. With a broader range of courses and times for registration available, the need in existence would now seem to stand a better chance for manifestation, translating itself into enrollment. At any rate, the question of the feasibility of this concept of instruction was now tied directly to the question of need.

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*See, Inter-Institutional Teaching by Television, Report: No. 1 - 1957-59, Glenn Starlin and John Lallas, University of Oregon, March, 1960. (Here, too, courses originated from studios on both campuses in Eugene and Corvallis.)

In the midst of the creation of the name "College of the Air," the TV-JC concept was lost. For the year 1960-61, which was to be, initially, the final year of the original two-year project, the TV-JC concept never appeared in the main piece of literature (a bulletin) used to disseminate the information about "College of the Air" and the courses being offered (though the concept did not appear in the brochure, a listing of the four evening courses along with the other lower division courses did appear).*

Now we come back to our original point. The brochure emphasized the fact that "College of the Air" was adult education. Therefore, the fact that the purpose of the project could be interpreted to serve a dual role, plus the fact the project and/

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*See Appendix A and Appendix B for clarification of the loss of information from 1959-60 to 1960-61.

or the administration of the telecourse operation was subject to control by the traditional adult teaching unit within the General Extension Division, the Department of State-Wide Services, through the Office of Televised Instruction, allowed this administrative action to take place, cutting off the TV-JC concept in the publicity and promotion material. If the primary question was to determine the feasibility of Television Junior College meeting a junior college need and if a major determinant to this question was to be based on the size of the enrollment, how could a fair judgement be arrived at if no effort was made to appeal to the potential students? To be more succinct, need was not given a fair trial.

The opportunity in that valuable year was lost to test some of the possible functions of low enrollment. A variety of conditions present the first year were not present the second year or previous to the start of the academic term for the second year. The confusing array of names assigned to the course time blocks for the first year disappeared with the establishment of "College of the Air." The fear of a student to stake his education on "novelty" or such a fresh educational innovation was dissipated to some extent with one year behind the project. Whatever detrimental effect the name, "Television Junior College," had on enrollment because of the connotations it might have raised (implying mediocre education) was removed with the second year's adoption of the name "College of the Air." Another factor possibly responsible for low enrollment the first year was the revelation to the public that the TV-JC courses were offered as part of an experiment. Of course, the "experiment" included paying regular credit hour fees. This may or may not have set well with some. But another confounding variable which might have a bearing on enrollment had entered the picture, one that had not been present the first year, i.e., the absence of the TV-JC concept in the dissemination of information about the telecourses.

Perhaps this confounding action on the part of the General Extension Division might not have occurred if those concerned had been able to locate and hire a research person prior to the Summer of 1960. So be it; it was done. The present Research Director of the project did not arrive until January 1, 1961. After study of the history of the project he pointed out this discrepancy between information output and the basic project or research objectives. This was done prior to the close of the last academic term for that year, 1960-61, and his plan to rectify the discrepancy was accepted.

According to his plan the brochure and general promotion for 1961-62 included information about College of the Air as it had for the past year, but added to this information was a statement once again exposing the TV-JC concept, this time under the heading, "Alternate Plan."* The difference this made, if any, on the age distributions of our enrolled students for 1961-62 is presented in Chapter I and discussed further in Chapter II. The deadline for using the granted funds was extended for another year to June of 1962. A large part of the funds had not been activated by the Project Director, since he had anticipated the arrival of a research person, as well as the air date for KOAP-TV, Portland. The Portland station extended our coverage to the largest part of the 70% of Oregon's population located in the Willamette Valley.

In essence, then, the first year of the project did not yield data specifically geared to aid a determination to the basic question of the study: "It has been proposed that this experiment be conducted to determine the feasibility of meeting this [junior college] need through the use of open-circuit television...." Whatever effort (regardless of what the direction of the effort might have been) was made to organize some semblance of concern for the collection of pertinent information was subordinated to putting the project on its feet.

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*Along with general information about the purpose of the General Extension Division to serve "people of Oregon" through the College of the Air program was the following statement which appeared in the brochure listing the TV courses:

> ALTERNATE PLAN . . . College of the Air also provides high school graduates an alternate plan for the first two years of college if enrollment on campus is impossible. Under the Oregon State System of Higher Education basic freshman and sophomore work is required regardless of the student's major field of study. In the liberal arts and sciences students who complete two years of work and fulfill all

The acknowledgment that the General Extension Division's Department of Educational Media would be the recipient of the federal grant requested for the project and the study came from the Office of education in the summer of 1959. This left little time for the Project Director to do little else other than begin negotiations and formulate plans with professors, department heads and deans of institutions to be involved in the teaching of the four evening courses, Fall term, 1959; to hunt for a production staff; and to organize KOAC-AM-TV for the purpose of getting the courses on television in time for the first day of classes.

Also, information collected the first year only pertained to the students who were enrolled in evening telecourses. This restriction was unnecessary. Of interest to this experiment was the phenomenon of televised instruction to attract students. The ability of evening telecourses to attract students was not a phenomenon in itself but part of the general phenomenon of televised instruction to attract students. Therefore, information collected could have pertained to the students attracted to all telecourse work. In this sense, restricting the publicity for the TV-JC concept that first year to the four evening courses also was unnecessary.

During 1960-61, with the arrival of a Research Director, the research approach was designed, data collected, collated, and analyzed.

In a large sense, the purpose for this lengthy explanation is to clear the air and allow the reader to follow our story for two years, 1960-61 and 1961-62, unhindered, free from any further extended reference to explain the qualifications surrounding this project and its associated research study.

In all fairness, it was possible that regardless of the approach adopted to attract students, enrollment for the young and enrollment in general would be subject to

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> requirements for junior standing, select a major in a specialized field.
>
> YOU DO NOT HAVE TO GO TO A CAMPUS TO BEGIN YOUR COLLEGE PROGRAM . . . Basic course work is required in three fields of study: Literature, Science, and Social Science. Course offerings fulfilling these basic group requirements are available through College of the Air.

Also, see Appendix E for a composite version of the 1959-60 and 1960-61 College of the Air brochure with the TV-JC concept reinstated under the heading Alternate Plan.

factors powerful enough to nullify the effect of publicity and promotion. The extent of the need for it and the nature of the needs that were met by televised instruction have to be considered. Also, the actual need for junior college and/or off-campus education in the state and the educational opportunities available to meet a need of this kind other than by television, certainly have a bearing on our enrollment problem. Analysis and evaluation in these directions are carried on throughout the report.

Neither this report nor the project deals with the effectiveness of television as a teaching tool. We have made no effort to carry on any research in this area. An abundance of literature in it is available. However, we have compiled the grade distributions of students, and the information shows that off-campus students produce more than adequate grades when compared to those of on-campus students. TV teachers feel that most off-campus students are more mature and motivated in their work than classroom students.* The "Analysis of the College of the Air Students, 1960-61 and 1961-62," Chapter I, corroborates our teachers' feelings.

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*Chicago TV College, Erickson and Chausow, August 1960, page 5.

INTRODUCTION

Design of a Research Approach*

The first year of the project did not yield any data that could have been incorporated into the data yielded by the research approach that was formulated and enacted in 1961. However, the initial information collected did serve to structure the research approach decided on for the remaining two years of the project.

In this respect, there were two vital findings: the low enrollment for all telecourses offered in the evening and at other times of the day,** and the high average age of the students, well above what might be considered an appropriate chronological breaking point between recent high school graduates and older adults.

These findings tied the question of feasibility of this concept of instruction directly to the manifestation of the need for this concept of instruction. The project certainly was not feasible if no one was going to enroll. Now then, in order to have understood the reasons behind the delay in the manifestation of the need into Television Junior College enrollment, it was necessary to understand something about the potential students for this type of instructional television. In other words, in addition to our enrollment figures (the manifestation of need), some specific knowledge of who exactly was "ripe" for this kind of instruction (TV-JC or ITV) would round out, and actually presuppose any answer to the question of how feasible it would be for instructional television to meet the needs of the youth of Oregon. Thus, for the first time we were questioning the actual need in the state for higher education to the recent high school graduate age group beyond what was available on campuses of the institutions of the Oregon State System of Higher Education.

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*We hesitate to use the words research "design" in place of "approach." If our project had ever been committed to a tightly executed plan, the term "design" would have been employed. Our objectives were better served by a plan flexible enough to move in the direction of emerging areas of pertinence.

**There was one course which proved to be the exception for the year 1959-60. General Psychology, offered for credit in the Portland area over commercial station, KOIN-TV, early in the morning produced a student enrollment in the hundreds each term for three terms. A discussion of course enrollments will be found in Chapter II of this paper, entitled, "Enrollment Tables and Comment, 1960-61 and 1961-62."

The first assumption that directed our exploratory approach stated that if a student's college intentions were a function of financial support, the existence of a potential audience of immediate concern to the Television Junior College experiment would be established. This potential audience would consist of students who were motivated to attend college but blocked for one reason or another. If this block was related to financial support, it was conceivable that televised instruction could lend itself as a cure. The potential audience or enrollees would not consist of students who were not motivated to continue on to higher education, the assumption being that high school graduates who will not avail themselves of higher education by TV do so for reasons similar to those responsible for their not continuing the educational process on a regular college basis. With these students, it was inconceivable that televised instruction could lend itself as a cure. Also, the potential enrollees did not consist of motivated students who had the means to attend college, since it was reasonable to assume they would attend college on a regular basis.

Fortunately, another Title VII study was collecting data on Oregon high school seniors.* After examination of the questions employed to gather the data, we decided it would be appropriate to manipulate and to analyze this data in a fashion which would illuminate our first assumption - that a student's college intentions were a function of financial support.

Of the 1,052 high school seniors interviewed at Woodburn, Lebanon, Milwaukie, Clackamas, and Salem High Schools in 1959-60, 673 possessed an I. Q. of 100 or better. Thus, for our purposes, 64% of the class was deemed capable of attending college. This was the same break employed in separating college potential from noncollege potential in the original study from which this data was drawn. Of the 673 students, 638, or 95% of them, responded in a manner which lent itself to analysis. The remaining 5% either expressed uncertainty over their future or didn't answer. The former group then was examined on the basis of its career aspirations, its financial conditions, and its judgments on how certain its members felt they would be able to go on to college.

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*Jack Edling, Director of the Center for Teaching Research at Oregon College of Education had been granted funds for A Study of the Effectiveness of Audio-Visual Teaching Materials when Prepared According to the Principles of Motivational Research.

The students were asked to categorize their career goals in terms of occupation. These occupational desires or aspirations fell into three classifications: occupations that definitely require, occupations that might or might not require, and occupations that definitely do not require a college education for attainment. Students choosing occupations that fell within these three classifications were labeled as holding "high aspirations," "moderate aspirations," and "low aspirations," respectively.

The students were asked, also, to rank the degree to which their families could pay for their college educations. Possibilities of selections ranged from no financial worry to complete financial difficulty.

The final question asked students to rank how certain they were of attending college, possibilities again ranging from the positive to the negative.*

In the group with "high aspirations," money played a negligible role as indicated in Table 1. Ninety-one percent of those with money were certain of going to college and 80% without money also were certain of going to college; or, 9% with money and 20% without money were uncertain about going to college. There was not enough variation to claim that money was at play in the decision-making process; rather, there was evidence that if aspiration was high enough, students without money would get to college in almost as great proportions as students with money. This claim is substantiated, most heavily, when figures are compared to the "moderate aspirations" group.

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*The questionnaire administered to the students was part of a comprehensive Counselor's Kit prepared by Science Research Associates, Inc., Chicago, Ill. The questionnaire from which we selected three questions pertinent to our objective was written by the late Samuel Stouffer of Harvard University.

TABLE 1

High Aspirations
I. Q. 100+
(percentages across)

	Certain college	Uncertain college	No answer	Total number	% difference "uncertain"
	91%	9%		100%	
Have money	120	12		132	11%
	80%	20%		100%	
Don't have money	98	24		122	

The startling difference occurred in the group with "moderate aspirations," i.e., those whose career desires might or might not have required a college education for attainment. Forty-nine percent* of those with money were certain of going on to college while only 20% of those without money were certain. Consequently, for those that were uncertain about attending, money was a big factor, as indicated in Table 2 and compared to Table 1. Fifty percent with money were uncertain while 80% without money were uncertain about attending. In other words, for those students with "moderate aspirations" money was playing a 30% role in their uncertainty towards a college education, while for those students with "high aspirations" money was playing only an 11% role in their uncertainty towards attending college.

---

*Two students in the "moderate aspirations" group with money did not answer the question on college intentions thereby accounting for the missing 1%. See Table 2.

TABLE 2

Moderate Aspirations
I.Q. 100+
(percentages across)

	Certain college	Uncertain college	No answer	Total number	% difference "uncertain"
	49%	50%	1%	100%	
Have money	54	54	2	110	30%
	20%	80%		100%	
Don't have money	34	132		166	

For the "low aspirations" group, money was not a factor. Table 3 points this out.

TABLE 3

Low Aspirations
I.Q. 100+
(percentages across)

	Certain college	Uncertain college	No answer	Total number	% difference "uncertain"
	27%	73%		100%	
Have money	9	24		33	9%
	18%	82%		100%	
Don't have money	13	61	1	75	

This then, would appear to be valid data to place College of the Air on solid ground when necessary to argue the case for televised instruction at the recent high school graduate level.* The members of the group with "moderate aspirations" would seem to be the logical persons to enroll in College of the Air, since their financial status was seriously influencing their decision to continue the educational process. In light of these findings, structured in interpretation by our assumptions, this would be the potential student body if any enrollees at this age group exist.

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*The actual chronological breaking point for age that was used to distinguish the recent high school graduate from the non-recent high school graduate was 24 years. Anybody above this age was not a recent high school graduate. Amplification on the age choice for this distinction will be found in the next chapter, "Analysis of the College of the Air Students, 1960-61 and 1961-62."

This analysis was not meant to have excluded the value of TV-JC for motivated groups but blocked for other reasons (i.e., can't leave home, family conditions, etc.), or to have dismissed the importance of the concept within the spectrum of adult education. Rather it concentrated on the largest potential and most important group from the standpoint of the study, and discovered in what proportion it existed.

Our next step was to examine College of the Air enrollees for two academic years, 1960-61 and 1961-62, in an attempt to test the theory of the financially blocked student. These results were anticipated. If there were enough students enrolled at the recent high school graduate level, their position in relation to higher education could be explored and compared to the present findings. If findings corresponded to the present findings the theory would work. The questions then would become: In what proportion are we attracting these types? What might account for a possible small proportion? Was the size and nature of the student body a function of publicity since some proportion of the potential enrollees has enrolled?

We might have found that the students at the recent high school graduate level did not in any way resemble our theoretical student body. This would be fine. As long as we would have students at this level, we could be able to see just whom we were attracting.

The disastrous result would have been to have had no students at this level enrolled. This would have meant very little. It would not necessarily have disproved the theory; but findings would be inconclusive and future understanding would be needed regarding a potential student body of recent high school graduates.

At this point in our thinking, a questionnaire was designed to allow responses from the enrolled College of the Air students that would yield information necessary to test the theory. The same three questions administered to the high school seniors were placed in our questionnaire with the following instruction:
"TRY TO REMEMBER BACK TO THE DAYS WHEN YOU WERE COMPLETING YOUR HIGH SCHOOL EDUCATION AND PLEASE ANSWER THE FOLLOWING THREE QUESTIONS AS YOU WOULD HAVE ANSWERED THEM AT THAT TIME:."

Also, we solicited questionnaire response from a small portion of our student enrollment made up of "participants" (those who had paid a small fee which allowed them a minimal amount of involvement in a course offered for credit beyond following the viewer's guide, which also was available to the public for a small fee). We included these people in the survey and tabulations because our enrollments being low we desperately needed to accumulate decent numbers for purposes of analysis. For this reason also we interviewed credit students whether they were enrolled for lower or upper division courses or a combination of these two.* However, where pertinent, distinctions can be made. For example, if we wanted to know which groups of students make the most use of which course level, such information was available. In any event, the large majority of the students interviewed were enrolled in lower division courses.

Questions were included to provide demographic information from the students. The final use of the questionnaire was to provide information on the students' present motivations for enrolling in telecourse work, their feelings about College of the Air in particular, their past and present educational situation, and their future educational goals.

Due to the diverse geographic locations of our College of the Air student body we decided to send our questionnaire through the mail to collect our information. Design of the questionnaire allowed for the possible low return resulting from this style of survey procedure. The number of questions was kept to a minimum and we did not ask the respondents to estimate their own or their families' yearly incomes (we did ask for occupation). A comprehensive, time-consuming questionnaire and income estimation request coupled with information collection by mail more than likely would have produced a sizable number of refusals. We hoped the reduction and elimination of these two factors, respectively, would increase our chances for a high rate of student response. Each student, regardless of the number of courses and terms for which he was enrolled was interviewed only once.

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*See Appendixes B and E for a list of courses and times available - 1960-61 and 1961-62

Our specific procedures to accomplish a high rate of return and the results of these procedures in producing this objective, along with an "Analysis of the College of the Air Students, 1960-61 and 1961-62" in relation to determining need for ITV are presented in the next chapter.

CHAPTER I

Analysis of the College of the Air Students, 1960-61 and 1961-62

Our initial plan was to test the theory developed on the basis of our findings for the 1,052 Oregon high school seniors by comparing findings for the seniors to findings for the pertinent College of the Air students.

The theory of the financially blocked student does not work. Apparently, to enroll in telecourses recent high school graduates need more in the way of motivation and a set situation than students with moderate job aspirations and financial problems. For 1960-61, as indicated in Tables 1A, 2A, and 3A, we found that many recent high school graduates were certain of going on to college; and regardless of the aspiration group money made no difference in intent to attend colleges.*

TABLE 1A

High Aspirations
I. Q. 100+
(percentages across)

	Certain college		Uncertain college		Total number	
Have money	12	86%	2	14%	14	100%
Don't have money	15	94%	1	6%	16	100%

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*23% of the College of the Air students responding to the questionnaire were 24 years and under. This amounted to a total of 58 students. The tables are based upon 42 students; the remaining 16 could not be included either because their I. Q.'s could not be traced, their I. Q.'s were under 100, or because they didn't answer some part of the three questions employed in the comparison.

TABLE 2A

Moderate Aspirations
I. Q. 100+
(percentages across)

	Certain college	Uncertain college	Total number
Have money	7 100%	0	7 100%
Don't have money	4 100%	0	4 100%

TABLE 3A

Low Aspirations
I. Q. 100+
(percentages across)

	Certain college	Uncertain college	Total number
Have money	0	0	0
Don't have money	1 100%	0	1 100%

The year 1961-62 brought a slight variation of these tables with no room for change of interpretation. (See Appendix G for Tables 1A, 2A, and 3A, 1961-62).

This meant that our findings on the high school seniors from the Oregon high schools mentioned and the theory developed on the basis of the findings were of no use to us. We had no basis to say that any portion of their need by virtue of their financial condition could be met or showed a chance of being met by ITV. We had no basis to project the status of these students into a need on their part for ITV.

Further analysis for illustration of the question of potential students at the age level of the 24-year-olds and under who enrolled in College of the Air is carried out as an integral part of the analysis involving the entire student body for College of the Air, 1960-61 and 1961-62. Once again the reasoning in this analysis involving the entire student body for College of the Air was conditioned by asking what keeps a potential student from going to a campus for his higher education and what bearing has it on his resorting to instructional television.

A number of blocks were considered that would cause him to use ITV, i.e., age, position, affluence, marital status, sex, and children. Of these, age, affluence, and marital status were considered to be the most useful for our purpose by virtue of the scope of their effect in allowing or prohibiting an individual from attending a college on a campus. Therefore, the greater the number of blocks that could be attributed to an individual, the smaller his chances would appear to be of obtaining a college education on a campus and the greater his need for televised instruction.

A person who was single-young-affluent, theoretically, was in an ideal position to insure the reality of a college education on a campus, whereas a person who was MARRIED-OLD-POOR was not.* People in this last grouping have three blocks working against their attending on a campus for higher education. The MARRIED person in comparison to the single person is controlled in his way of life. He has that much more responsibility, which denies him the mobility and freedom possessed by the single person. And, subsequently, affluence coupled with any combination of the single-MARRIED-young or OLD, makes for an individual in a far better position to attend a college campus than an individual possessing any combination of these characteristics who is non-affluent.

With these classifications in mind, the entire College of the Air student body was labeled accordingly. Marital status was determined, easily, by the student's response to an appropriate question; so, too, was age. Of importance here is the understanding of our breaking point for age between the young and old--24 years and under for the young and 25 and up for the old, justifiable in our sense because of our need to distinguish the mobile from the immobile and the free from the responsible. At 25 and up as opposed to 24 and under, it is probable that people make those turns in life which will pattern their behavior considerably. To distinguish the affluent from the non-affluent (the POOR), occupational positions provided by the respondent were utilized. For those 25 years and over, a Professional, Managerial, or Farm Owner position led to the affluent classification. All others in this broad age range were considered non-affluent (Clerical, Sales, Operatives, Craftsmen, Service Workers, etc.). For housewives in this age range, the husband's occupation was utilized. For those 24 years and under, the decision of affluence versus non-affluence was based upon our question dealing with the degree to which their families could pay for their college education at the time of high school graduation. For the sake of description, the word POOR replaced non-affluent.

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*Blocks will always appear in caps (MARRIED-OLD-POOR).

The results are as follows for the two years:* (Blocks are in CAPS)

	1960-61		1961-62	
	N	%	N	%
0 - single-young-affluent	21	8%	33	11%
1 - single-young-POOR	19	8%	18	6%
1 - single-OLD-affluent	23	9%	22	7%
1 - MARRIED-young-affluent	8	3%	12	4%
2 - single- OLD-POOR	9	4%	13	4%
2 - MARRIED-young-POOR	10	4%	14	5%
2 - MARRIED-OLD-affluent	115	46%	143	46%
3 - MARRIED-OLD-POOR	36	15%	42	14%
no answer due to age or occupational refusal	8	3%	10	3%
	N = 249	100%	N = 307	100%

Note the parallel distributions for both years for each group. Change has not occurred, proportionate variation among groups being ever so slight.

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*For 1960-61 proportions are based upon 249 questionnaires received from a possible return of 273, the total number of individual students enrolled over the year. Our first letter to the 273 students produced a 61% return in about two or three weeks. We followed up the outstanding respondents with another letter urging their cooperation and enclosing a return envelope with a special delivery stamp. This procedure brought up our yearly return to 91%, 249 out of 273 replying. (See Apendix C for

If we combine groups by their number of blocks, still there is no substantial increase or decrease from year to year as indicated below.

# BLOCKS	GROUP	1960-61	1961-62
0	single-young-affluent	8%	11%
1	single-young-POOR single-OLD-affluent MARRIED-young-affluent	20%	17%
2	single-OLD-POOR MARRIED-young-POOR MARRIED-OLD-affluent	54%	55%
3	MARRIED-OLD-POOR	15%	14%

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samples of literature used to produce this high rate of return in survey work employing a mail questionnaire.)

For 1961-62 proportions are based upon 307 questionnaires received from a possible return of 337, the total number of individual students enrolled over the year, amounting to a 92% rate of return. The phenomenon involved in the return in 1960-61, reported above, repeated itself exactly in 1961-62.

On the surface it would appear that our gain of 64 students from 1960-61 to 1961-62 represents an enrollment increase of 23%, an optimistic note. However, this is a muddled figure. In 1961-62, two added attractions must be taken into account. First, College of the Air solicited participant students. 1960-61 enrollment figures contain participants also, but they were not solicited (i.e., students themselves sought out contact with a telecourse on a formal basis, other than a credit arrangement). Second, special laboratory arrangements were made to allow high school students to enroll in the interinstitutional offering of Biology for credit. In 1960-61 no such effort was exerted and Biology could not be taken for credit. On the assumption that solicitation of participants and Biology lab arrangements create an enrollment advantage for 1961-62, we will extract these two student varieties (53 participants + 7 high school Biology students) when calculating enrollment increase. And for the sake of the argument, we will do the same for our 1960-61 participants (19 in number). Thus we are left with an increase amounting to 9% in 1961-62, not necessarily an optimistic note.

The one statement we can make about our students who refused to answer questionnaires is that they are characterized by a high rate of early course withdrawals (21% of our refusals withdrew from the only course(s) for which they were registered as

When we look at young students alone, change remains negligible (23% in 1960-61 and 26% in 1961-62).

What we are witnessing is a consistent pattern of student enrollment for College of the Air. (This pattern is discussed again in Chapter II when we consider the effect of publicity and promotion on enrollment.) Moreover, this pattern is marked with an independent quality, not weighted by '60-61 enrollees returning to enroll in College of the Air in '61-62 (for only 17 students enrolled in '60-61 returned to enroll in '61-62). We have begun to demonstrate the reliability of our analysis. We will continue to explore relationships between the two years, demonstrating reliability and treating variation if necessary.

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opposed to 2% of those responding in 1960-61 and 17% as opposed to 6% in 1961-62). The fact they withdrew from their respective courses might have diminished whatever hold we had over them created by their being students enrolled for credit which was granted by the same agency conducting the study. The students may have felt that with nothing at stake (no grade) - why cooperate. Of course an alternative explanation for the high rate of refusals among our withdrawal students might be as simple as having dropped the course--they dropped interest in ITV and saw no reason to respond. Conversely our high rate of return can be attributed in great part to what we expected to aid our return--the direct tie-in between the credit-granting agency and the study-conducting agency and/or interest on the part of the students since they were interested enough to enroll in a telecourse. If the withdrawal students were removed from the calculation, our rate of return would be higher than 91%.

The information contained in the questionnaires was coded, transferred to IBM cards, verified by machine, cleaned by machine (i.e., various logical structures of the coding process (consistency checks) and numerical standards (column checks) were employed as checks against our coding procedures) and then the information was run on IBM machines accordingly.

A few "don't know" or "no answer" responses to various questions applicable to the entire student body or enumeration have been dropped from their respective tables for the sake of a less cumbersome analysis. Inclusion of them would not have changed the interpretive emphasis. To determine where these "don't knows" or "no answers" should have appeared subtract N in a category found in a table from the proper N of the original blockage distributions shown above. Inclusion of these fringe responses dropped from the tables based upon questions not applicable to the entire student body or enumeration also would not have changed the interpretive emphasis.

Due to the large representation in the enrollment of our OLD-affluent groups for both years, our attention focuses immediately on them. The data for 1960-61 reveals that an overwhelming proportion of MARRIED-OLD-affluent people engages in professional occupational activity. For the single-OLD-affluent people, the entire group is professional. Table 4 provides the evidence for both of these statements. Of this latter group, the single-OLD-affluent, 91% are teachers (21 out of 23). Of these 23, Table 5 shows us that 39% do not have degrees. However, the same Table 5 shows that for the MARRIED-OLD-affluent, degree need is much higher, the direction of the need reversing itself from the single-OLD-affluent with 68% of the MARRIED-OLD-affluent not possessing college degrees. From Table 4 we know that 70% of this group is professional by occupation and that 80% of the professionals (64 out of 80) or 56% of the blockage group (64 out of 115) are teachers. A refined version of Table 5, presented as Table 5A, produces the illuminating fact that 62% of the professionals of the MARRIED-OLD-affluent, teacher-dominated group do not have college degrees. Therefore, while degree need at the "Other" classification in Table 5A for the MARRIED-OLD-affluent is

TABLE 4

Two OLD-affluent groups by OCCUPATION

("If you have a job, briefly describe the kind of work you do.")
("If you are married, what does your spouse do? What kind of job?")

(percentages across)

GROUP	PROFESSIONAL	OTHER	N
single-OLD-affluent	100% 23*	0	100% 23
MARRIED-OLD-affluent	70% 80**	30% 35	100% 115

*21 of these 23 professional people are teachers.
**64 of these 80 professional people are teachers.

TABLE 5

Two OLD-affluent groups by COLLEGE DEGREE POSSESSION

("Answer the following questions only if you do not hold a college degree.")

(percentages across)

GROUP	YES, HAS DEGREE	NO, DOES NOT HAVE DEGREE	N
single-OLD-affluent	14 61%	9 39%	23 100%
MARRIED-OLD-affluent	37 32%	78 68%	115 100%

very high, still it is not producing all the degree need or non-degree holders in this group, leaving a sizable proportion of non-degree holding teachers.

TABLE 5A

MARRIED-OLD-affluent group by COLLEGE DEGREE POSSESSION by OCCUPATION

(percentages across)

OCCUPATION	YES, HAS DEGREE	NO, DOES NOT HAVE DEGREE	N
Professional	30 38%	50 62%	80 100%
Other	7 20%	28 80%	35 100%

The data for 1961-62 supports Table 4. We find similar proportions of professional-teaching people within our two OLD-affluent groups from year to year. (See Appendix H for the 1961-62 version of Table 4.) Here the relationship ends. Meaningful variation does occur when we compare Tables 5 and 5A from 1960-61 to 1961-62. First of all, the gap between the proportion of MARRIED-OLD-affluent and single-

OLD-affluent people without degrees has been narrowed, degree possession for the former rising and conversely, reducing degree need. Secondly, looking at Table 5A, 1961-62, we see the "Other" classification is producing the non-degree holders in the MARRIED-OLD-affluent group and that we do not have a sizable proportion of non-degree holding teachers.

TABLE 5 - 1961-62*

Two OLD-affluent groups by COLLEGE DEGREE POSSESSION

(percentages across)

GROUP	YES, HAS DEGREE	NO, DOES NOT HAVE DEGREE	N
single-OLD-affluent	59% 13	41% 9	100% 22
MARRIED-OLD-affluent	50% 71	50% 72	100% 143

The explanation here may well be a simple one. Teachers who do not hold college degrees have been able to obtain temporary teaching certificates in certain instances. But the number of outstanding temporary certificates is being reduced

TABLE 5A - 1961-62

MARRIED-OLD-affluent group by COLLEGE DEGREE POSSESSION by OCCUPATION

(percentages across)

OCCUPATION	YES, HAS DEGREE	NO, DOES NOT HAVE DEGREE	N
Professional	60% 64	40% 42	100% 106
Other	19% 7	81% 30	100% 37

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*Tables for 1961-62 will be labeled as such.
Tables for 1960-61, when presented alone, will not carry yearly identification.

as more and more of these teachers obtain their degrees. Consequently, teacher use of ITV moves and should continue to move closer to a post degree need and away from a pure degree need. Regardless of the variation, there is little doubt, because of the scope of enrollment made up from and the dominant occupation of these two groups, College of the Air's most basic use at the non-resident, credit level is for in-service work by teachers. (As one might suspect, most of our returning enrollees from 1960-61 to 1961-62 come from the MARRIED-OLD-affluent group.) We will expand this reasoning later in this chapter.

Our initial raw distributions for the two years also produce some facts that deserve immediate comment and are presented before any comprehensive attempt to provide meaning to the varied characteristics of the College of the Air students. Table 6 illustrates the preponderance of females found in the enrollments, blockages being disregarded for the moment.

TABLE 6

SEX

("Sex M F (circle one)")

(percentages down)

	1960-61		1961-62	
SEX	N	%	N	%
Male	79	32	105	34
Female	170	68	202	66
	249	100%	307	100%

A pronounced number of our College of the Air students for both years have earned previous college credit other than through instructional television. The distributions presented in Table 7 raise some serious questions.

Instructional television is drawing students from other forms of instruction found in the educational community. It would be to our advantage to believe that ITV is providing credit opportunity otherwise not obtainable. And there is some evidence to support this premise when we examine why students take courses by television.

TABLE 7

COLLEGE ATTENDANCE OTHER THAN TELEVISED INSTRUCTION

("Have you attended college or taken any college classes prior to this present term other than televised instruction?")

(percentages down)

COLLEGE ATTENDANCE OTHER THAN TELEVISED INSTRUCTION	1960-61		1961-62	
	N	%	N	%
Yes	224	90	259	84
No	25	10	48	16
	249	100%	307	100%

However, when we add the low rate of returning College of the Air students from year to year to the high rate of students with previous credit, we must recognize that no one is abandoning the other forms of instruction that have provided previous credit earnings. This interpretation will take on a broader meaning in Chapter II when we discuss the enrollment problem at length.

Also, we know that over the two years only 7 to 10 percent of our young students have not earned any previous college credit (aside from present high school students taking college credit via TV). Along with the failure of the theory of the financially blocked student to materialize to our advantage and along with the low proportion of young enrollees, this is further evidence of the dampening of possibilities for a Television Junior College. The young student without any previous college credit is the student for whom the TV-JC was designed, primarily.

We looked first at the relationship of the number of blocks to future plans for instructional television in completing degree requirements. Conveniently, the information compiled to determine future degree plans of the students excludes those people with degrees or those people without degrees who do not want them so that the figures pertain only to the group of primary interest to the study; non-degree holding, degree-wanting individuals. See Table 8 for 1960-61.

TABLE 8

UTILIZATION OF INSTRUCTIONAL TELEVISION IN DEGREE PLANS

("How do you plan to complete your college requirements?")

(percentages across)

# BLOCKS	GROUP	TV included*	NO TV	N
0	single-young-affluent	20% 3	80% 12	100% 15
1	single-young-POOR single-OLD-affluent MARRIED-young-affluent	50% 17	50% 17	100% 34
2	single-OLD-POOR MARRIED-young-POOR MARRIED-OLD-affluent	67% 55	33% 27	100% 82
3	MARRIED-OLD-POOR	62% 15	38% 9	100% 24

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*This was an open-end question. Our "TV included" group contains two sets of people. One set was confident about ITV degree utilization in that College of the Air or telecourses were mentioned specifically. The other set was less certain about ITV degree utilization in that their plans to complete degree requirements were hazy (i.e., "take more credit," "after children get older," "Extension," "slowly"). Those people who were less certain about the manner in which they would complete their degree requirements were aligned with those who mentioned TV specifically. We've taken the liberty to collapse this "may be" group with the "TV included" group. The questionnaire dealt with televised instruction prior to the question on ITV degree utilization. Therefore, when the respondents came to the question, "How do you plan to complete your college requirements?" they may have made the decision for us that we were interested in their thoughts on degree plans aside from any considerations of ITV. In this respect, our "NO TV" classification does not necessarily mean the respondents spoke out against ITV but rather they were specific about their degree plans without mentioning ITV. Our "NO TV" group, then, might very well contain people who excluded ITV because of the nature and placement of the question. These people would balance out the "may be's" in the "TV included" group who really should be in the "NO TV" group, Look first at "BLOCKS 0 & 3." They illustrate perfectly our theory that the less blocked the individual is in attending college on a campus the less interested he is in College of the Air or televised instruction. Keep in mind that much of the lack of interest in College of the Air in this sense is really an indication that the student is planning to go back to or to enter another kind of learning situation, according to the process of classification for responses to the question establishing ITV degree utilization (see footnote at bottom of page 20).

The same Table 8 for 1961-62 strongly reinforces the theory. ITV degree utilization rises consistently and sharply from the least blocked group to the most blocked group.

TABLE 8 - 1961-62

UTILIZATION OF INSTRUCTIONAL TELEVISION IN DEGREE PLANS

(percentages across)

# BLOCKS	GROUP	TV included		NO TV		N	
0	single-young-affluent	6	21%	23	79%	29	100%
1	single-young-POOR single-OLD-affluent MARRIED-young-affluent	19	66%	10	34%	29	100%
2	single-OLD-POOR MARRIED-young-POOR MARRIED-OLD-affluent	60	87%	9	13%	69	100%
3	MARRIED-OLD-POOR	23	92%	2	8%	25	100%

The single-young-affluent, a group with no blocks impeding their campus eduction (i.e., neither marriage, age, nor money are working against them), are not

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the net result being that we are not loading the tables in favor of ITV and that our classifications represent a workable breaking point.

interested in ITV in this sense. At present they are using the medium but they don't particularly care about it when they think about long-range plans. This is as might be expected from a group with no blocks. While this outcome is extremely logical, it works against need for Television Junior College as designed originally. We'll learn more about these students shortly.

The MARRIED-OLD-POOR at the 3-block level produce an adequate demand in 1960-61 and an overwhelming demand in 1961-62 for ITV to play a part in their degree plans. This group might very well be the perfect example of individuals truly in need of a compatible educational service; and from the standpoint of an Extension operation in the business of providing continuing higher education to the adult community it is a group very worthy of servicing. We'll follow this line of reasoning shortly.

At the 1-block level Table 8 for 1960-61 shows that students are evenly divided on their plans for ITV. Table 8 for '61-62 produces a positive feeling for ITV. Let us isolate the groups at the 1-block level and see to what degree these cumulative relationships continue to exist.

A refined version of Table 8 presented as Table 8A accomplishes this purpose for 1960-61.

TABLE 8A

1 BLOCK GROUPS
by
UTILIZATION OF INSTITUTIONAL TELEVISION IN DEGREE PLANS

(percentages across)

# BLOCKS	GROUP	TV included		NO TV		N	
	single-young-POOR	4	22%	14	78%	18	100%
1	single-OLD-affluent	7	88%	1	12%	8	100%
	MARRIED-young-affluent	6	75%	2	25%	8	100%

This 1-block level contains people who are single-young-POOR; single-OLD-affluent; and MARRIED-young-affluent. What is extremely relevant here is that the single-young-POOR do not care about instructional television or College of the Air in their future educational plans as their financially secure counterparts, the single-young-affluent do. The other two groups do. The breakdown for Table 8A, 1961-62, parallels the direction of the breakdown for Table 8A, 1960-61 (see Appendix I for Table 8A, 1961-62). So we have the single and young whether rich or POOR not interested in adapting ITV or adapting to ITV for some substantial part of their college life (though the single-young-POOR do exhibit a bit more ITV interest than their affluent counterparts in 1961-62). Apparently their mobility and freedom will be strong enough to move them back onto a campus regardless of the fact that for the moment they are utilizing ITV. For the POOR, then, mobility and freedom from spouse and/or family responsibility will overpower their lack of funds and will be responsible for placing them back in a traditional educational situation.

The single-OLD-affluent group found in Table 8A, 1960-61 and 1961-62, as mentioned previously, is dominated by professional people who, for the most part, are teachers (see Table 4, 1960-61 in the text and 1961-62 in Appendix H). As we might expect of those who do not have degrees in this group, their interest in ITV to complete their degree requirements approaches unanimity one year and reaches it for the other year. More than likely the reason is that their needs for specific courses are immediate, with goals in sight, namely, passage from temporary teacher status to permanent, or the meeting of professional requirements.

The remaining group at the 1-block level, the MARRIED-young-affluent, also are planning to use ITV to complete their degrees. This indicates that MARRIAGE among the young is a serious factor impeding college campus plans to the point that ITV utilization in the future takes on greater meaning for this young group than for the other two single-young groups.

At the 2-block level, Table 8 shows that students are in favor of ITV degree utilization. This is the cumulative effect, that is, an adequate reaction in considering ITV in future college degree plans with all groups lumped together. Let us isolate the groups and their responses to this question once again to see what the variation of feeling is between the groups, if any at all. See Table 8B, a refined version of Table 8 (1960-61).

TABLE 8B

2 BLOCK GROUPS
by
UTILIZATION OF INSTRUCTIONAL TELEVISION IN DEGREE PLANS

(percentages across)

# BLOCKS	GROUP	TV included		NO TV		N	
	single-OLD-POOR	3	50%	3	50%	6	100%
2	MARRIED-young-POOR	4	57%	3	43%	7	100%
	MARRIED-OLD-affluent	48	70%	21	30%	69	100%

At the 2-block level, dominated by professional and/or teachers, students of the MARRIED-OLD-affluent variety (see Table 4) are strongly considering ITV and their feelings are more than matched by 1961-62 MARRIED-OLD-affluent students (see Appendix I, Table 8B). This group also contains housewives planning to use ITV in their degree plans. Table 9 (1960-61) containing the necessary evidence to substantiate the latter statement provides the ITV degree utilization of the MARRIED-OLD-affluent by their occupations. Table 9, 1961-62 supports Table 9, 1960-61 (see Appendix J).

There is evidence even with this OLD group as with the young group (MARRIED-young-affluent) that MARRIAGE is impeding degree attainment on a campus. As we have seen from Table 5 (1960-61), the single-OLD-affluent had a much higher rate of present degree possession (61%) than this group, the MARRIED-OLD-affluent (32%). So, even though ITV degree utilization is high for both of these groups, (see Tables 8A and 8B) which on the surface leads us to believe that for this group (MARRIED-OLD-affluent) MARRIAGE is not influencing their need for ITV, a reverse examination carried out by looking at the rate of college degree possession for the groups revives MARRIAGE as a block against degree attainment and in turn relates MARRIAGE to the need for ITV.

TABLE 9

MARRIED-OLD-affluent group
by
UTILIZATION OF INSTRUCTIONAL TELEVISION IN DEGREE PLANS
by
OCCUPATION

(percentages across)

OCCUPATIONS	TV included		NO TV		N	
Professional	33	69%	15	31%	48	100%
Housewife	12	71%	5	29%	17	100%
Other	3	75%	1	25%	4	100%

To reinforce this reasoning Table 5B indicates that the single-OLD-affluent is the only group in which the degree possession rate occurs in the direction of more with degrees than without degrees. Data for 1961-62 supports this relationship (Table 5, 1961-62 appears in the text and Tables 8A and 8B 1961-62 appear in the Appendix) though not with the force of the data for 1960-61. While the single-OLD-affluent remain the only group in which the degree possession rate occurs in the direction of more with degrees than without degrees, the MARRIED-OLD-affluent come close to joining their ranks (see Table 5B, 1961-62, Appendix K).

There are two other groups comprising the 2-block level which we have not yet mentioned (Table 8B). Both the single-OLD-POOR and MARRIED-young-POOR stand rather neutral in their ITV degree utilization. However, Table 8B, 1961-62 turns these neutral reactions toward distinctively positive reactions for ITV degree utilization.

TABLE 5B

COLLEGE DEGREE POSSESSION

(percentages across)

# BLOCKS	GROUP	HAS DEGREE		DOES NOT HAVE DEGREE		N	
0	single-young-affluent	1	5%	20	95%	21	100%
1	single-young-POOR	0		19	100%	19	100%
	single-OLD-affluent	14	61%	9	39%	23	100%
	MARRIED-young-affluent	0		8	100%	8	100%
2	single-OLD-POOR	2	22%	7	78%	9	100%
	MARRIED-young-POOR	3	30%	7	70%	10	100%
	MARRIED-OLD-affluent	37	32%	78	68%	115	100%
3	MARRIED-OLD-POOR	2	6%	34	94%	36	100%

Now let us draw some further comparisons between groups for clarification of the role instructional television is playing and will continue to play for them in their education. It will be sensible to make comparisons between the following groups (some of these groupings for the sake of comparison will transcend blockage levels): single-young-affluent, single-young-POOR, MARRIED-young-affluent, and the MARRIED-young-POOR; single-OLD-affluent, MARRIED-OLD-affluent; single-OLD-POOR, and the MARRIED-OLD-POOR.

Utilization of ITV in future degree plans for the young appears to be a function of MARRIAGE. Our single-young people are not interested and our MARRIED-young people are interested.

The rate of degree possession for the MARRIED-OLD-affluent is less than that for their single counterparts, and in this sense sets up a need for ITV.

Our MARRIED-OLD-POOR demonstrate a stronger and more consistent need for ITV than their single counterparts.

However, although we claim MARRIAGE influences ITV need, what is important is that only with our young people is there a relationship between the absence of MARRIAGE and lack of interest in ITV.

Now we shall look more closely at these groups for various other characteristics they possess. For the sake of the least amount of confusion, let us travel through the groups in an order similar to the preceding order.

Although both of our single-young groups whether rich or POOR are not interested in ITV degree utilization, a delineation in their behavior towards instructional television does occur when we understand (see Table 12, 1960-61 and 1961-62) something about their specific motivations for taking courses by television.

The single-young-POOR look upon television as a convenient form of education to a greater degree than do the single-young-affluent. (The actual word "convenient" was cited in the majority of the responses to the question upon which Table 12 is based. However, convenience meant many things to many people. As the respondents elaborated, delineations for the term were possible. College of the Air became a convenient form of education because it saved commuting time to a class; it did away with a parking problem; it was the educational lifesaver for a pregnant woman; it meant education without the need for a babysitter; it allowed the student to stay on the job and maintain financial support.) On the other hand, a good many of the single-young-affluent are high school students exceptional in nature since they are taking college credit courses to either remove future college requirements or to test their college potential or capabilities. It seems that the motivation of both groups opens the possibility to expand usage by these groups even though they are not highly considerate of ITV degree utilization. Therefore, the Television

TABLE 12

A GLIMPSE INTO ITV MOTIVATIONS

("Why are you taking course(s) by television?")

(percentages across)

(For an amplified version of these classifications see Appendix D.)

# BLOCKS	GROUPS	HIGH SCHOOL STUDENTS	To Accumulate College Credits Degree Need Indicated CONVENIENCE FACTOR		MAINTAIN PROFESSIONAL COMPETENCE	CASUAL IMPROVEMENT	OTHERS	N
			OMITTED	INCLUDED				
0	single-young-affluent	7 33%	2 9%	6 29%	0	0	6 29%	21 100%
	single-young-POOR	2 11%	2 11%	12 63%	0	0	3 15%	19 100%
1	single-OLD-affluent	0	2 9%	6 26%	9 39%	1 4%	5 22%	23 100%
	MARRIED-young-affluent	0	1 13%	7 87%	0	0	0	8 100%
	single-OLD-POOR	0	2 22%	3 33%	1 11%	2 23%	[illegible] 11%	9 100%
2	MARRIED-young-POOR	0	1 10%	5 50%	1 10%	1 10%	2 20%	10 100%
	MARRIED-OLD-affluent	0	26 23%	39 34%	17 15%	21 18%	12 10%	115 100%
3	MARRIED-OLD-POOR	0	8 22%	18 50%	2 6%	8 22%	0	36 100%

*Applicable responses from other questions also were utilized in coding this question.

TABLE 12 - 1961-62

A GLIMPSE INTO ITV MOTIVATIONS

(percentages across)

# BLOCKS	GROUPS	HIGH SCHOOL STUDENTS		To Accumulate College Credits Degree Need Indicated CONVENIENCE FACTOR				MAINTAIN PROFESSIONAL COMPETENCE		CASUAL IMPROVEMENT		OTHERS		N	
				OMITTED		INCLUDED									
0	single-young-affluent	7	21%	11	34%	5	15%	0		2	6%	8	24%	33	100%
	single-young-POOR	3	17%	3	17%	5	28%	0		2	11%	5	27%	18	100%
1	single-OLD-affluent	0		2	9%	4	18%	10	45%	3	14%	3	14%	22	100%
	MARRIED-young-affluent	0		1	8%	7	58%	2	17%	1	9%	1	8%	12	100%
	single-OLD-POOR	0		1	8%	2	15%	0		8	62%	2	15%	13	100%
2	MARRIED-young-POOR	0		1	7%	9	64%	2	14%	2	15%	0		14	100%
	MARRIED-OLD-affluent	0		21	15%	26	18%	62	43%	20	14%	14	10%	143	100%
3	MARRIED-OLD-POOR	0		1	2%	23	55%	1	2%	13	31%	4	10%	42	100%

Junior College concept, per se, still remains weak but a fragmented use of the medium for the single-young appears possible.

Contributing to these occasional users are two other young groups, rising in the background as major consumers of TV-JC. These groups are made up of the MARRIED-young-affluent and MARRIED-young-POOR. Both factors of motivation and ITV degree utilization relate. They cite convenience heavily as indicated by Table 12, 1960-61 and 1961-62, and as we have seen they are planning to use ITV to complete their degree requirements (see Tables 8A and 8B). To round out the belief that these groups rise in the background as major consumers of TV-JC we can draw upon Table 5B again. Very few of these people have their college degrees. Table 13, 1960-61, shows that all the MARRIED-young-affluent and the MARRIED-young-POOR want their degrees. Table 13, 1961-62 (Appendix L) reveals a near identical pattern.

TABLE 13

COLLEGE DEGREE INTENT

(Do you plan to obtain a college degree; B.S., B.A., or an equivalent?")

(percentages across)

# BLOCKS	GROUPS	YES		NO		N	
0	single-young-affluent	17	89%	2	11%	19	100%
	single-young-POOR	18	100%	0		18	100%
1	single-OLD-affluent	8	89%	1	11%	9	100%
	MARRIED-young-affluent	8	100%	0		8	100%
	single-OLD-POOR	6	86%	1	14%	7	100%
2	MARRIED-young-POOR	7	100%	0		7	100%
	MARRIED-OLD-affluent	70	91%	7	9%	77	100%
3	MARRIED-OLD-POOR	26	81%	6	19%	32	100%

Let us return to Table 12, "A Glimpse into ITV Motivation" for another two comparable groups, the single-OLD-affluent and the MARRIED-OLD-affluent. These two professional-teaching groups consist of students who present challenging rates of alternatives to "convenience" as reasons for taking a television course. These other choices have to do with the students' immediate educational objectives--for example, the need for a specific course or the need to renew or maintain professional standing (another form of certification). No doubt convenience of the course offering played its part in their decision to enroll in College of the Air. However, of importance is the dominance of more specific reasons than convenience in the thinking of the single-OLD-affluent and the MARRIED-OLD-affluent, further indication of their highly specialized educational need for taking courses by television. A word should be said about the housewives found in the MARRIED-OLD-affluent group presented in Table 4A. More than likely they are providing a decent number to the "Casual Improvement" category in Table 12.

Since the husbands of these women are professional and/or affluent by occupation it might be reasonable to assume that they are a minute number of the many wives who saw fit to aid the multitudes of their G.I. Bill educated men after World War II and the Korean War. Now it is their turn to pick up some education. Here, too, is a group not traditionally serviced by evening extension classes in Oregon.

TABLE 4A

MARRIED-OLD-affluent group
by
OCCUPATION

(percentages down)

	1960-61		1961-62	
	N	%	N	%
PROFESSIONAL	80	70%	106	74%
HOUSEWIFE	25	22%	33	23%
OTHER	10	8%	4	3%
	115	100%	143	100%

Before moving to another area for concentrated examination, note the relatively high degree of "convenience" mentioned in Table 12, 1960-61 and 1961-62, by our most blocked group, the MARRIED-OLD-POOR. When we compare the rate of convenience in this 3-block group to the 0-block group a pronounced difference is observed, supporting our theory that the more blocked people are the greater their need for College of the Air.

For the College of the Air student registering by mail, communicating with the television instructor by mail if necessary, and taking tests by mail or meeting arrangements for a proctored exam, all became commonplace. On the whole, the degree of success achieved in administering College of the Air was more than adequate. Table 16, 1960-61 and 1961-62, indicates that more than two-thirds of the students irrespective of blockage groups were satisfied with "present procedures and arrangments of College of the Air" in the manner in which they were affected by these various procedures and arrangements. If we add the "yes, with slight exception" to the figure derived from the "yes, satisfied," the positive rate of procedural satisfaction jumps to three-quarters of the College of the Air students. This is justified because the "yes, with slight exception" people basically are a satisfied group in that they responded positively to the question and only in passing did they throw out suggestions that they would be interested in seeing adopted by College of the Air.

TABLE 16

COLLEGE OF THE AIR PROCEDURAL SATISFACTION

("Are you satisfied with present procedures and arrangements of College of the Air as they affect you?")

(percentages down)

	1960-61		1961-62	
	N	%	N	%
YES, SATISFIED	172	69%	200	65%
YES, WITH SLIGHT EXCEPTION	20	8%	23	8%
NO, NOT SATISFIED	55	22%	77	25%
NO ANSWER	2	1%	7	2%
	249	100%	307	100%

When we examine procedural satisfaction for two years by groups, we find constancy is confined to the spread of dissatisfaction between our least and most blocked groups. Our MARRIED-OLD-POOR people claim to be more dissatisfied with College of the Air than our single-young-affluent people. See Table 16A.

TABLE 16A

PROCEDURAL SATISFACTION

(percentages across)

		1960-61		1961-62	
# BLOCKS	GROUP	UNSATISFIED	N	UNSATISFIED	N
0	single-young-affluent	14% 3	100% 21	21% 7	100% 33
3	MARRIED-OLD-POOR	25% 9	100% 36	31% 12	100% 39

At first glance this is confusing. It is in contradiction to the essence of the analysis in this chapter. Why is it that the group committed to the most elaborate use of ITV is more dissatisfied with the operation of the College of the Air than the group committed to a negligible use of ITV? We would argue that it is precisely the strength of the need of the MARRIED-OLD-POOR for ITV that produces their complaints. They are interested enough in ITV to want to see College of the Air provide the best possible service for them; it follows that they should tell us what disturbs them. What has been labeled dissatisfaction is really concernment. Conversely, the satisfaction the single-young-affluent purport is simply an expression of apathy because College of the Air does not interest them.

Theoretically, our MARRIED-OLD-POOR people are the most blocked of any of our people from obtaining an education on campus and in the proper descending order of magnitude, an education per se. This group is made up of people truly in need of a compatible educational service. Consequently, their expression of affinity for ITV has been vocal. We should like to theorize further about the educational character of these people both for its operational and heuristic value.

We are dealing with a group thirsting for knowledge but probably less prepared for their desire to learn than any other segment enrolled. For example, at the time of high school graduation this group had a higher rate of moderate job aspirations than high job aspirations, a reversal of proportion from what we find for our least blocked group as indicated in Table 14A, 1960-61 (Table 14A, 1961-62 is nearly identical, Appendix M).* Now, years later they want to learn.

TABLE 14A

JOB ASPIRATIONS

(percentages across)

# BLOCKS	GROUP	HIGH	MEDIUM	LOW	N
0	single-young-affluent	67% 14	33% 7	0	100% 21
3	MARRIED-OLD-POOR	45% 14	55% 17	0	100% 31

Also, if we look at Table 18, 1960-61, we find they have a high rate of lower division and participant enrollments. (Table 18, 1961-62 is similar, Appendix N.) Look back to Table 5B, 1960-61 and 1961-62, and note that aside from the young groups, the MARRIED-OLD-POOR produce the most pronounced relationship of any group to non-degrees. Also, they have a relatively low rate of previous college attendance as seen in Table 7A (and Table 7A, 1961-62, Appendix O) again excluding the young groups. Finally, they do satisfactory college work (see Table 17, 1960-61 and '61-62, Appendix P).

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*The question on which this table was based was included in the questionnaire for all to answer although its primary purpose was to aid in the test of the theory of the financially blocked student.

TABLE 18

ENROLLMENT CLASSIFICATIONS*

(percentages across)

#BLOCKS	GROUP	LOWER DIVISION		UPPER DIVISION		PARTICIPANTS		COMBO		N	
0	single-young-affluent	12	57%	6	29%	1	5%	2	9%	21	100%
	single-young-POOR	14	74%	3	16%	1	5%	1	5%	19	100%
1	single-OLD-affluent	16	70%	7	30%	0		0		23	100%
	MARRIED-young-affluent	8	100%	0		0		0		8	100%
	single-OLD-POOR	8	89%	0		1	11%	0		9	100%
2	MARRIED-young-POOR	5	50%	3	30%	2	20%	0		10	100%
	MARRIED-OLD-affluent	84	73%	23	20%	7	6%	1	1%	115	100%
3	MARRIED-OLD-POOR	27	75%	2	6%	5	14%	2	5%	36	100%

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*These figures do not represent course registrations but are based upon the assignment of course classifications to course registrations for each student. COMBO classification indicates a student whose course registrations transcend any one enrollment classification.

TABLE 7A

COLLEGE ATTENDANCE OTHER THAN TELEVISED INSTRUCTION

(percentages across)

# BLOCKS	GROUP	YES		NO		N	
0	single-young-affluent	12	57%	9	43%	21	100%
1	single-young-POOR	16	84%	3	16%	19	100%
	single-OLD-affluent	22	96%	1	4%	23	100%
	MARRIED-young-affluent	8	100%	0		8	100%
2	single-OLD-POOR	8	89%	1	11%	9	100%
	MARRIED-young-POOR	8	80%	2	20%	10	100%
	MARRIED-OLD-affluent	113	98%	2	2%	115	100%
3	MARRIED-OLD-POOR	29	81%	7	19%	36	100%

To round out the usage of College of the Air for our two most professional groups, note in Table 18 (and Table 18, 1961-62, Appendix N) that the MARRIED-OLD-affluent and the single-OLD-affluent people produce relatively high rates of upper division course enrollment--further indication of their degree of specialization of interest.

On the basis of the degree of existence of these groups with similar characteristics to be found in the population, TV-JC and/or College of the Air in general are left with the following susceptible groups.

Utilization of the courses for high school seniors could very well be a matter of planning and overcoming the lack of reimbursement for the high school teacher who acts as guide or discussion leader to the high school students or group enrolled for credit.

We have a representation of single-young-POOR students in the enrollment, so it is not unreasonable to believe, on the basis of their motivation for taking a course by television, that their numbers could increase. However, for both single-young groups their continuing interest in College of the Air is rather weak. In the complete sense of the concept of TV-JC we have no Oregon youth who are going to utilize College of the Air to complete two years of their education.

The two groups for which the concept of TV-JC might bear fruit are the MARRIED-young-affluent and the MARRIED-young-POOR. The members of these groups fit the age qualification of the concept, they do satisfactory college work, and they look to ITV to meet degree requirements.

The value of College of the Air for our professional-teacher groups is quite clear, as need moves from an actual in-service, college degree need to an in-service, post college degree need.

The MARRIED-OLD-POOR by virtue of their previous educational situation and the opportunity they now have with ITV may be the largest group College of the Air will have to draw upon for enrollments.

However, these concluding remarks must be qualified by the evidence and interpretation presented in the following chapter.

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CHAPTER II

Enrollment Tables & Comment, 1960-61 and 1961-62

CUMULATIVE
*Registrations - College of the Air - Three Terms - 1960-61

	Origin & Time	Subject	Course #'s	Reg. #	%
Inter-Institutional	KOAC morning	Nineteenth Century Poets	Eng 466,7,8	6	1%
	KOAC morning	Meteorology	Ph 291,2,3	3	1%
	KOAC morning	Hygiene	PE 1[illegible]0	8	2%
	KOAC morning	Accounting	Ac 211,12,13	4	1%
TV - JC	KOAC evening KOAP evening**	Philosophy	Phl 201,2,3	10 1	2% -
	KOAC evening KOAP evening	American Literature	Eng 253,4,5	20 7	4% 1%
	KOAC evening KOAP evening	French	RL 50a,51,52	13 1	3% -
	KOAC evening KOAP evening	Hist. of Western Civ.	Hst 101,2,3	21 1	4% -
Commercial Stations	KOIN early morning	Hist. of Western Civ.	Hst 101,2,3	147	30%
	KOIN early morning	Psychology	Psy 201,2,3	186	37%
	KGW, KVAL early morning	Chemistry for H.S. Teachers	CH 400,01,500	17	3%
	KGW, KVAL early morning	Probability & Statistics	Mth 491,2,3	39	8%
	KGW, KVAL early morning	Teaching of Modern Math	Ed 594	11	2%
	KBES late afternoon (Spring only)	Hist. of Pacific Northwest	Hst 478	6	1%
			GRAND TOTALS	501	100%

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*These figures are based upon the courses taken by 273 individual students on a yearly basis. Participants and Withdrawals are not included in registration figures; however, students who withdrew or participated are included in the 273 figure. Participant and Withdrawal figures can be found on the Term Registration Tables. Also, the reader should keep in mind that for the academic year, 1960-61, the Office of Televised Instruction did not solicit Participant students.

**KOAP began operations prior to the start of the 3rd term, too late to draw out the Portland population; viewers were discouraged from enrolling since the complete course sequence was not offered.

FALL TERM

*Registrations - College of the Air - 1960

	Origin & Time	Subject	Course #	Reg. #	%
Inter-Institutional	KOAC morning	Nineteenth Century Poets	Eng 466	2	1%
	KOAC morning	Meteorology	Ph 291	1	1%
	KOAC morning	Accounting	Ac 211	2	1%
TV - JC	KOAC evening	Problems of Philosophy	Phl 201	4	2%
	KOAC evening	American Literature	Eng 253	9	4%
	KOAC evening	French	RL 50a	6	3%
	KOAC evening	Hist. of Western Civ.	Hst 101	7	3%
Commercial Stations	KOIN early morning	Hist. of Western Civ.	Hst 101	56	28%
	KOIN early morning	Psychology	Psy 201	73	36%
	KGW, KVAL early morning	Chemistry for H.S. Teachers	Ch 400	11	6%
	KGW, KVAL early morning	Algebra & Probability	Mth 491	22	11%
	KGW, KVAL early morning	Teaching of Modern Math	Ed 594	8	4%
			total #	201	100%

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*Participants and Withdrawals not included with Registration figures.

Participants	Withdrawals
1 for Psy 201	1 for Psy 201
1 for RL 50a	1 for Mth 491
1 for Mth 491	1 for Ph 291
	1 for Ed 594

WINTER TERM
*Registrations - College of the Air - 1961

	Origin & Time	Subject	Course #	Reg. #	%
Inter-Institutional	KOAC morning	Nineteenth Century Poets	Eng 467	2	1%
	KOAC morning	Meteorology	Ph 292	2	1%
	KOAC morning	Hygiene	PE 160	4	3%
	KOAC morning	Accounting	Ac 212	2	1%
TV - JC	KOAC evening	Elementary Ethics	Phl 202	1	1%
	KOAC evening KOAP evening**	American Literature	Eng 254	6 1	3% 1%
	KOAC evening KOAP evening	French	RL 51	3 1	2% 1%
	KOAC evening	Hist. of Western Civ.	Hst 102	7	4%
Commercial Stations	KOIN early morning	Hist. of Western Civ.	Hst 102	46	30%
	KOIN early morning	Psychology	Psy 202	67	43%
	KVAL, KGW, KCBY early morning	Chemistry for H.S. Teachers	Ch 401	3	2%
	KVAL, KGW early morning	Algebra & Probability	Mth 492	9	6%
	KVAL, KGW early morning	Teaching of Modern Math	Ed 594	1	1%
			total #	155	100%

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*Participants and Withdrawals not included with Registration figures.

Participants	Withdrawals
1 for Eng 254	1 for Ac 212
3 for Psy 202	2 for Hst 102
	1 for Psy 202

**KOAP viewers were discouraged from enrolling since the complete course sequence was not offered.

SPRING TERM
*Registrations - College of the Air - 1961

	Origin & Time	Subject	Course #	Reg. #	%
Inter-Institutional	KOAC morning	Nineteenth Century Poets	Eng 468	2	1%
	KOAC morning	Meteorology	Ph 293	0	-
	KOAC morning	Hygiene	PE 160	4	3%
	KOAC morning	Accounting	Ac 213	0	-
TV - JC	KOAC evening KOAP evening	Elementary Logic	Phl 203	5 1	3% 1%
	KOAC evening KOAP evening	American Literature	Eng. 255	5 6	3% 4%
	KOAC evening KOAP evening	French	RL 52	4 0	3% -
	KOAC evening KOAP evening	Hist. of Western Civ.	Hst 103	7 1	5% 1%
Commercial Stations	KOIN early morning	Hist. of Western Civ.	Hst 103	45	31%
	KOIN early morning	Psychology	Psy 203	46	32%
	KGW, KVAL early morning	Chemistry for H.S. Teachers	Ch 500	3	2%
	KGW, KVAL early morning	Probability & Statistics	Mth 493	8	6%
	KGW, KVAL early morning	Teaching of Modern Math	Ed 594	2	1%
	KBES late afternoon (Spring only)	Hist. of the Pacific Northwest	Hst 478	6	4%
			total #	145	100%

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*Participants and Withdrawals not included with Registration figures.

Participants	Withdrawals
1 for Eng 255	1 for Hst 478
2 for Psy 203	1 for Psy 203
	1 for Phl 203

**KOAP Viewers were discouraged from enrolling since the complete course sequence was not offered.

CUMULATIVE
*Registrations - College of the Air - Three Terms - 1961-62

	Origin & Time	Subject	Course #	Reg. #	%
Inter-Institutional	KOAC morning and afternoon KOAP afternoon	General Biology	GS 101,2,3	27 1	6% -
	KOAC morning KOAP morning	General Hygiene	PE 160	17 5	3% 1%
	KOAC morning KOAP morning	Descriptive Astronomy	Ph 104,6,7	8 7	2% 1%
	KOAC morning and afternoon KOAP morning and afternoon	General Psychology	Psy 201,2,3	27 63	6% 13%
	KOAP morning	The American Political System	PS 457,8	2	-
	KOAC afternoon KOAP afternoon	Audio-Visual Aids	Ed 435	9 8	2% 2%
TV - JC	KOAC evening KOAP evening	College Algebra	Mth 101,2,200	5 10	1% 2%
	KOAC evening KOAP evening	Current Affairs	PS 231,2,3	17 33	3% 7%
	KOAC evening KOAP evening	First-Year French	RL 50a,b,51a	5 26	1% 6%
	KOAC evening KOAP evening	English Composition	Wr 111,2,3	22 57	5% 12%
Commercial Stations	KOIN early morning Stations outside the Valley**	Biology for Teachers	GS 414,5,6	23 9	5% 2%
	KGW, KVAL early morning Stations outside the Valley	Introduction to Linear Algebra	Mth 491,2,3	17 6	3% 1%
	KGW, KVAL early morning Stations outside the Valley	Teaching of Modern Mathematics	Ed 594	6 2	1% -
	KGW, KVAL early morning Stations outside the Valley	The American Political System	PS 436,7,8	50 16	10% 3%
			GRAND TOTALS	489	100%

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*These figures are based upon the courses taken by 337 individual students on a yearly basis. Participants and Withdrawals are not included in registration figures; however, students who withdrew or participated are included in the 337 figure. Participant and Withdrawal figures can be found on the Term Registration Tables.

**See College of the Air brochure, 1961-62, Appendix E, for a listing of these TV stations.

FALL TERM
*Registrations - College of the Air - 1961

	Origin & Time	Subject	Course #	Reg. #	%
Inter-Institutional	KOAC morning and afternoon KOAP afternoon	General Biology**	GS 101	9 0	4% -
	KOAC morning KOAP morning	General Hygiene	PE 160	8 3	4% 1%
	KOAC morning KOAP morning	Descriptive Astronomy	Ph 104	4 3	2% 1%
	KOAC morning and afternoon KOAP morning and afternoon	General Psychology	Psy 201	4 25	2% 12%
	KOAC afternoon KOAP afternoon	Audio-Visual Aids	Ed 435	8 8	4% 4%
TV - JC	KOAC evening KOAP evening	College Algebra	Mth 101	2 2	1% 1%
	KOAC evening KOAP evening	Current Affairs	PS 231	7 15	4% 7%
	KOAC evening KOAP evening	First-Year French	RL 50a	3 17	1% 8%
	KOAC evening KOAP evening	English Composition	Wr 111	7 21	3% 10%
Commercial Stations	KOIN early morning Stations outside the Valley	Biology for Teachers	GS 414	10 6	5% 3%
	KGW, KVAL early morning Stations outside the Valley	Introduction to Linear Algebra	Mth 491	10 4	5% 2%
	KGW, KVAL early morning Stations outside the Valley	Teaching of Modern Mathematics	Ed 594	5 2	2% 1%
	KGW, KVAL early morning Stations outside the Valley	The American Political System	PS 456	21 6	10% 3%
			Total #	210	100%

*Participants and Withdrawals not included with Registration figures.

Participants

1 for Mth 491
1 for GS 101
1 for Ph 104
19 for Psy 201
3 for PS 231
4 for RL 50a
10 for Wr 111

Withdrawals

4 for PS 456
1 for GS 414
2 for Mth 491
1 for Ed 594
5 for Ph 104
2 for Psy 201
1 for Mth 101
2 for PS 231
1 for RL 50a
2 for Wr 111
3 for Ed 435

**Registration by special arrangement only, due to lab requirement for course.

2

WINTER TERM
*Registrations - College of the Air - 1962

	Origin & Time	Subject	Course #	Reg. #	%
Inter-Institutional	KOAC morning and afternoon KOAP afternoon	General Biology**	GS 102	9 1	6% 1%
	KOAC morning KOAP morning	General Hygiene	PE 160	0 0	- -
	KOAC morning KOAP morning	Descriptive Astronomy	Ph 106	1 2	1% 1%
	KOAC morning and afternoon KOAP morning and afternoon	General Psychology	Psy 202	13 23	9% 17%
TV - JC	KOAP morning	The American Political System	PS 457	1	1%
	KOAC evening KOAP evening	Trigonometry	Mth 102	1 3	1% 2%
	KOAC evening KOAP evening	Current Affairs	PS 232	6 9	4% 6%
	KOAC evening KOAP evening	First-Year French	RL 50b	1 12	1% 9%
	KOAC evening KOAP evening	English Composition	Wr 112	8 18	6% 13%
Commercial Stations	KOIN early morning Stations outside the Valley	Biology for Teachers	GS 415	5 2	4% 1%
	KGW, KVAL early morning Stations outside the Valley	Algebra and Probability	Mth 492	3 1	2% 1%
	KGW, KVAL early morning Stations outside the Valley	Teaching of Modern Mathematics	Ed 594	1 0	- -
	KGW, KVAL early morning Stations outside the Valley	The American Political System	PS 457	14 5	10% 4%
			Total #	139	100%

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*Participants and Withdrawals not included with Registration figures.

Participants		Withdrawals		
1 for GS 102	6 for Psy 202	1 for Psy 202	1 for RL 50b	1 for PS 457
1 for Ph 106	4 for RL 50b	1 for Mth 102	1 for Wr 112	

**Not offered for credit.

SPRING TERM
*Registrations - College of the Air - 1962

	Origin & Time	Subject	Course #	Reg. #	%
Inter-Institutional	KOAC morning and afternoon KOAP afternoon	General Biology**	GS 103	9 0	6% -
	KOAC morning KOAP morning	General Hygiene	PE 160	9 2	6% 1%
	KOAC morning KOAP morning	Descriptive Astronomy	Ph 107	3 2	2% 1%
	KOAC morning and afternoon KOAP morning and afternoon	General Psychology	Psy 203	10 15	7% 11%
	KOAP morning	The American Political System	PS 458	1	1%
TV - JC	KOAC evening KOAP evening	Calculus with Analytical Geometry	Mth 200	2 5	1% 4%
	KOAC evening KOAP evening	Current Affairs	PS 233	4 9	3% 6%
	KOAC evening KOAP evening	First-Year French	RL 51a	1 9	1% 6%
	KOAC evening KOAP evening	English Composition	Wr 113	7 18	5% 13%
Commercial Stations	KOIN early morning Stations outside the Valley	Biology for Teachers	GS 416	8 1	6% 1%
	KGW, KVAL early morning Stations outside the Valley	Probability and Statistics	Mth 493	4 1	3% 1%
	KGW, KVAL early morning Stations outside the Valley	Teaching of Modern Mathematics	Ed 594	0 0	- -
	KGW, KVAL early morning Stations outside the Valley	The American Political System	PS 458	15 5	11% 4%
			Total #	140	100%

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*Participants and Withdrawals not included with Registration figures.

Participants		Withdrawals
1 for GS 103	2 for Wr 113	2 for PE 160
1 for Psy 203	1 for Ed 594	
2 for RL 51a		

**Not offered for credit.

If it is not already apparent after examination of the 1960-61 master enrollment tables, without KOIN-TV's telecasting of Psychology and History of Western Civilization, College of the Air students would have been few. History of Western Civilization, shown at two different times of the day over two different TV stations, still drew the very large part of its enrollment from students who watched the course on KOIN. There are at least three variables that should be considered in any attempt to offer an expanation for this phenomenon.

In terms of attracting students, KOAP-TV had the serious disadvantage of coming on the air beyond the middle of the 1960-61 academic year. For all practical purposes, this left KOIN as the only available TV outlet to the people of Greater Portland by which they might enroll in a lower division course. Therefore, raw, uncompetitive exposure in a population center could have attracted the students in 1960-61.* Then again perhaps the convenience of the early morning hour (6 or 6:30 A.M.) or perhaps the subject matter was the attraction of these two courses.

There is some evidence based on the enrollments for the academic year, 1961-62, that our first premise is the most important. Courses originating from Portland TV stations strongly outdrew courses originating from TV stations outside of the metropolitan Portland area. KOAP was on the air full swing, offering a balanced and extensive line-up of course work, not at the early morning hour; yet KOAP-offered courses more than held their own against the early morning courses offered in Portland. Also, there was a certain enrollment equality distributed amongst the courses in 1961-62. Although KOIN was not carrying a lower division course in its early morning slot, it is still useful for our argument to point out that its offering did not run away from the field as it did in 1960-61. This is not to dismiss the part played by course time and course appeal in attracting enrollment. Witness the relative strength of the early morning offering over KGW in Portland, 1961-62, and once again, the Psychology course (KOAP, morning, 1961-62). And note that ten courses offered by KOAP in the morning, afternoon and evening, 1961-62 still could not produce the enrollment brought about by two courses offered by KOIN in the early morning, 1960-61. However, we suspect that if KOAP were the only station offering an adequately appealing lower division course in the Portland area and if the course were offered in the early morning, the station would accomplish what KOIN did in 1960-61, i.e., force interested students drawn from the sheer numbers of the Greater Portland population, to consolidate their course choice and time.

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*Of the people living in the Willamette Valley, bounded by 10 counties to establish a signal range for the principal TV stations carrying College of the Air courses, at least 72% of them live within the reception area of KOIN-TV and as is the case also, in 1961-62, KOAP (Clark, Multnomah, Clackamas, Washington, Yamhill, and half of Marion county). If we were to concede a KOAC signal that was received by all of the people in the following counties, the station would reach the remaining 28% of the people in the Valley--half of Marion, Lane, Benton, Polk, and Linn. In fact, the station does not transmit a signal that does this well. Allowance for completely blacked-out areas could very easily reduce KOAC's share of the population and in turn increase the proportion of the population available to a Portland station. To look at it another way, the coverage area cited for KOIN-TV (KOAP, 1961-62) is more realistic than the area cited for KOAC-TV.

There is a collateral question to the concept of the importance of the presence of multitudes of people to produce adequate enrollments. Theoretically, the value of a telecourse in one sense lies in the fact that it reaches people living in relatively isolated educational areas. Conversely, the highly urbanized area bustling with educational activity is not in need of telecourse work. However, there is a school of thought contending that because of socio-economic drives, more intense and prevalent in a highly urbanized than in a non-urbanized area, the atmosphere in the urbanized area is more conducive for the manifestation of a need for all kinds of higher education, and among them, telecourses.

With these suppositions in mind, examine Table X, which represents the delineations employed by the U. S. Census, to stratify the residential location of the population of Oregon in relation to these same delineations, which we employed to stratify the residential locations of the College of the Air students.*

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*This table is based upon the 1960 census. The census figures we have extracted to calculate proportions are drawn from ten counties which geographically form the Williamette Valley containing more than 70% of Oregon's population (Clark

TABLE X

RESIDENTIAL LOCATION(S) OF THE POPULATION AND THE STUDENTS

(percentages across)

	METRO-URBAN	URBAN PLACES	RURAL AREAS	N
Oregon Population	78%	11%	11%	100% 1,262,708
1960-61 College of the Air	66%	26%	8%	100% 229
1961-62 College of the Air	68%	25%	7%	100% 274

From the rural areas we have attracted near equal representation among College of the Air students to the actual representation of rural people in the population. The opposite of this forms the case for our students residing in metro-urban areas. We might theorize on the basis of this finding that our first two suppositions are supported. Very simply, the remoteness of the rural area was conducive to attracting a representative proportion of rural students while the abundant educational activity of the metro-urban area reduced the demand of instructional television to a point where representation of metro-urban students in College of the Air was well below the proportion of existence of metro-urban people in the

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county in the state of Washington adjoins Oregon's Multnomah county and as part of the Portland-Metropolitan Statistical Area is included). The boundaries of these ten counties roughly form the limits of the television viewing coverage area of the stations carrying College of the Air courses in the Willamette Valley. There are five Metro-Urbanized Area counties: Clark, Multnomah, Washington, Clackamas and Lane (Eugene, Oregon). There are five counties made up of Urban Places and Rural Areas: Benton (Corvallis, Oregon), Linn, Polk, Yamhill and Marion (Salem, Oregon).

Proportions for the College of the Air student body apply only to students residing in these ten counties.

population. This is all the more interesting when we consider that the bulk of the students were enrolled in courses originating from a Portland TV station, thereby diminishing the importance of TV reception quality as a variable to be considered when explaining the lack of proper representation for metro-urban people.

Theorizing about our third supposition becomes even more intriguing in light of what Table X indicates for our urban place people. College of the Air has drawn on them greatly. They are represented in the enrollment by much more than the degree to which they are found in the population. It is as if a little remoteness and a little of the metropolitan quality were necessary to produce a demographic need for ITV. The two extremes found in the metro-urban area and the rural area are just that, too extreme for the benefit of ITV or for ITV to gain an advantage. The urban place people form the meeting ground between the two, embracing the qualities of both. It is as if the mass medium of television had triggered a set of predispositions rather than a single one.

Granted that the information at hand is insufficient to establish a causal relationship, it needs and deserves further exploration. Confirmation and expansion of this concept of ITV viewing would afford TV programming people new insights into the nature of their audience.

Up to now we have examined the feasibility of a Television Junior College and the feasibility of College of the Air in general along three lines which are indicators of need: by developing and testing the theory of the financially blocked student (Introduction and Chapter I); by examining the enrolled College of the Air students to determine the role of instructional television in their educational careers (Chapter I); and as we have just seen, by relating the density and distribution of the population to enrollments. Now we should like to leave what has amounted to an internal approach and talk about what is going on and has gone on in Oregon in the past few years to meet the identical need intended to be serviced by a Television Junior College and/or a College of the Air in general.

It is entirely possible that the external activity in the state of Oregon, directed at expanding community-offered higher education, has been the chief single detractor from College of the Air. Prior to the inception of the College of the Air - TV-JC operation, evening classes providing an abundance of lower division courses offered by the General Extension Division began to increase in number. Enrollments for evening classes crept steadily upwards. Look at Table Y on the following page, which contains the number of individual students per year for five academic years. Prior to the year numerous telecourses were available to the public, enrollment for the General Extension Division took a large year-to-year jump.* Demand had funneled and continues to funnel into traditional learning situations. In the academic year 1960-61, there were 15,836 individual students enrolled in courses offered by the General Extension Division in the evening in the state of Oregon.** Eighty percent of these students (12,591) enrolled in courses offered in towns within the counties in signal range of KOAC and KOAP. Of the 80% of the people in this area, 66% enrolled in evening courses at the Portland Center division of GED on the campus of Portland State College. Sixty-three percent of the students from the original individual yearly total (15,836) are undergraduates. In the academic year 1961-62, Portland Center and State-Wide enrolled 16,709 students.

Communities themselves sought to establish their own centers of higher education with the aid of the General Extension Division. In the last legislative session in the state a bill was passed handing control and development of Community Colleges for Oregon to the State Department of Education - further recognition of the need for higher education at the non-resident level. The Office of the High School - College Relations Committee of the State System of Higher Education estimates that 59% of the graduating high school seniors in Oregon indicate an

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* The influx of Korean War Veterans between the academic years 1953-54 and 1954-55 created the largest jump in recent years for the General Extension Division.

** This figure includes 489 students enrolled in more than one town for their courses and therefore counted twice in this total.

TABLE Y

FIVE YEARS OF ENROLLMENT FOR PORTLAND CENTER AND STATE-WIDE INSTRUCTION

YEAR	ENROLLMENT	DROP	INCREASE
1955-56	11,544		515
1956-57	12,059		
1956-57	12,059		851
1957-58	12,910		
1957-58	12,910		1,480
1958-59	14,390		
1958-59	14,390	61	
1959-60	14,329		

interest in going on to college. Of this 59%, half of them actually do go, leaving half who said they were interested but did not go on to a college.*

It is difficult to imagine that the competitive force generated by this activity did not overwhelm any need for College of the Air that may have existed. The manifestation of the need would have justified the operation of College of the Air.

Now we should like to discuss what bearing publicity and promotion of the concept of instruction embraced in the project had on producing conditions which would contribute favorably to the question of feasibility. An effort to expose the TV-JC concept was made. Sometimes the effort was weak, sometimes strong, sometimes confused. In other words, the research approach was not implemented in a vacuum, but also it was not carried out under any elaborate publicity and promotion plan.

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*These findings are based upon a random sample of 1800 students drawn from seniors graduating in 1960, all of whom are required to fill out a preference card indicating their next year's plans. Their actual behavior for the year following their graduation was traced to determine the reliability of their initial responses.

In summer of 1959, prior to the first term of telecourses, an appropriate selective effort was made to stimulate interest in the TV-JC concept with the objective of turning up enrollees. Approximately 6,000 brochures were mailed to the homes of high school seniors who had graduated that summer.* Newspaper stories were numerous. KOAC espoused its cause on radio and TV through spot announcements and special programs. Prior to the beginning of Winter term additional brochure mailings took place. This time the distribution underwent some variation: 231 brochures to a drop-out list provided by the University of Oregon, Oregon State University, and Oregon College of Education; 1500 to high school principals; 192 to people who had written to KOAC about TV-JC during the Fall term; 160 to county superintendents; 340 to city school superintendents; 480 to public libraries; 60 to various educational associations; and an additional mailing of 2589 to 1959 high school graduates. Promotion continued, sporadically, throughout the year in the newspapers. However, in many instances the papers seized upon the human interest appeal of TV-JC. Housewives who had children and had enrolled for credit were featured in picture stories. Attention was given to high schools that initiated plans for their students for telecourse study. In a sense, playing up the peripheral purposes of the project detracted from the concept. Any extraordinary promotional efforts could have been directed, perhaps, at furthering absorption of the TV-JC concept within the community, producing its acceptance at an academic and social level, and thereby possibly increasing its attraction as an educational medium for youth.

In 1960-61, the publicity brochure did not possess the TV-JC concept that was present the first year (explained in Preface).** And although propagandism did not diminish from the first year, general promotion was devoid of the TV-JC concept the first half of the academic year, and again there was no concrete plan. From Winter term on, KOAC and KOAP upon coming on the air carried announcements emphasizing the TV-JC concept within the framework of College of the Air. The Office of Televised Instruction conducted mailings and also contacted community leaders for the purpose of publicizing the concept. But by this time of the year we began to look toward the academic year 1961-62, for the dissemination of the basic brochure and for a promotional effort that once again would include the TV-JC concept.

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*See Appendix A for a sample of the original TV-JC literature

**See Appendix B for a sample of the first College of the Air brochure.

We were concerned immediately with the question of timing. Between negotiations for telecourses to be offered in 1961-62, selection of TV instructors, and printing schedules, the College of the Air brochure would not be ready for distribution until late August or early September, too late to use on an organized basis, the date falling too close to registration for Fall term. Therefore, a special leaflet was designed to arouse the interest of recent high school graduates in College of the Air and was put to use prior to the printing of the 1961-62 brochure.*

Distribution of this leaflet and the new brochure would provide the structure to determine the effect of publicity and promotion to date upon enrollment. We would be able to determine what kind of change, if any, coherent exposure of the TV-JC concept had on attracting young students and in turn on our blockage groups by comparing the pattern of enrollment for two years. And conversely, we would be able to determine the damage wreaked by the incoherent appeal of 1960-61.

Enclosed in this special leaflet was a postage paid card addressed to the Office of Televised Instruction. If the recipient of the leaflet mailed the card, it indicated his desire to receive the 1961-62 College of the Air brochure in early September.

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*See Appendix F for a sample of the leaflet devoted to the "Alternate Plan."

Six thousand, one-hundred and sixty-three (6,163) high school seniors within signal range of the Oregon Educational Television Network received this leaflet at their homes prior to the summer of their graduation. We wrote to personnel managers of the larger companies in Oregon requesting mailing lists of "employees who are either college age or who have sons and daughters of college age." Personnel managers of companies with a policy prohibiting the release of names and addresses of employees for any reason still wanted to cooperate and promised general distribution of the leaflet within their plants if we were to forward a specified quantity. All in all, 10,000 leaflets were in circulation, the great majority addressed, personally, to working people and high school seniors. With the printing of the 1961-62 College of the Air brochure wider exposure of the TV-JC concept was achieved.* Distribution resembled that of previous years. In addition, the promotion scheme for College of the Air increased exposure (similar to the pertinent activity carried on during 1959-60).

Distribution of these 10,000 leaflets produced a return of 171 post cards requesting the Fall College of the Air brochure. Of these 171 people, three (3) show up in our 1961-62 enrollment listing.

With this effort and the results of our mailing in mind, recall the original blockage distribution tables in Chapter I (page 12). At best, there was a negligible alteration of the representation of young students (and if we extract young participant and Biology students - for reasons explained in the footnote on page 13 - when calculating the proportions of representation, we are left with not even a negligible increase) and of groups as a whole from 1960-61 to 1961-62.

This complete failure of coherent publicity and promotion to affect the share of enrollment of young students and of groups as a whole more strongly than incoherent publicity and promotion is not surprising. We have seen the theory of the financially blocked student fail to materialize in the desired manner, thereby virtually eliminating the possibility of exploiting the ability of televised instruction to meet a need of the kind expressed in the theory. We have seen that young, unmarried students are unfavorably disposed towards concentrated use of College of the Air. We have submitted the meaning of the scope of activity in the state to meet off-campus educational needs. This is a far from fertile bed in which one could expect an attempt at stimulation to function. And in this respect, the entangled information output during the years of the project must have had a role of minor importance if it had any importance at all.

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*See Appendix E for a sample of the 1961-62 College of the Air brochure.

Furthermore, the Office of the High School - College Relations Committee of the Oregon State System of Higher Education has prepared the results of a preference card administered to Oregon high school seniors in 1961-62. This card afforded students the choice of including the General Extension Division (Correspondence Study, Evening Class, Instructional Television) in their educational plans upon graduation. Eighteen thousand sixty-eight (18,068) students filled out the card. One hundred seventy-three (173) students marked GED among their educational preferences with televised instruction cited as the least preferred path to follow within GED.

Two things are indisputable: (1) publicity and promotion for College of the Air has not been professional nor comprehensive and (2) young students will find themselves going off in different educational directions than they imagined at the time of high school graduation. Yet on the basis of the documentation above, which reveals a lack of need for instructional television at the non-resident credit level, we would argue that it is fair to conclude that low telecourse enrollment for the young and indeed for all students is explained to a point beyond the influence of these latter two factors (1 & 2).

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CONCLUSIONS

We have demonstrated the reliability of the findings below by carrying out a comparable analysis based on data and information for the academic years, 1960-61 and 1961-62.

Two years of study show who enrolls in College of the Air. Our largest group consists of professional people, the majority of whom are teachers. We understand why students enroll in College of the Air. The more blocked students are from attending a college campus, the greater their need for instructional television (ITV). Also, the nature of the blocks that prevent students from attending a college campus influences need for ITV. They are a homogeneous group of people united in the sense that they find College of the Air a convenient and handy source of education.

Regardless of this knowledge, we have little to cheer about when considering the feasibility of televised instruction meeting a junior college need and serving an extensive adult credit need. We have not been able to translate a theoretical need of young students for this type of instruction into College of the Air enrollment. A small group of degree-oriented, young students who do enroll exhibit a marked tendency to shy away from using televised instruction on a sustaining basis. Graduating high school seniors indicate an almost complete lack of interest in continuing their higher education by television.

College of the Air students in general have accumulated substantial college credit other than by televised instruction. Very few students return to College of the Air from year to year. In addition, we have witnessed a consistent pattern of very low, total enrollment for College of the Air.

The problem is further compounded. The nature and magnitude of the General Extension Division's evening operation surround and engross College of the Air, supporting and giving force to the documentation revealing the lack of need for ITV at the non-resident, credit level.

Still we could become optimistic about the feasibility of televised instruction meeting both junior college and adult credit needs. We know enough about College of the Air students on a selective basis to make a rational and comprehensive appeal to the population in an attempt to draw out their counterparts. We could design and execute a massive, status- and benefit-laden propaganda campaign for the young to induce recognition of College of the Air as an attractive educational medium. But such attempts would be ineffective because evaluation of publicity and promotion experiments leads us to conclude that any stimulation of the need for ITV at the non-resident credit level is out of the reach of persuasive and informational techniques.

These findings make any claim that ITV can meet a junior college and an extensive adult credit need infeasible.

However we felt it was not wishful thinking to assume that televised instruction would have a place in the general scheme of things resulting from all of the GED evening activity. We felt television's role might not have been considered if the telecourse experiments were not here for the past few years to pave the way for the acceptance and utilization of ITV. We had reason to believe that in the academic year, 1962-63, for the first time, telecourses would be an integral part of the curricula offered in various communities by the GED. Such optimism led to the idea of proper course integration, conceived of and designed to explore another avenue that might lead to the practicability of ITV at the non-resident, credit level.

1. Proper course integration should involve offering telecourses with proven evening enrollment.
2. The TV course(s) should not be faced with a competitive situation which might prove to be detrimental to the cause of increasing enrollment. If an abundant number of evening sections were offered presenting the same subject TV presents, a competitive situation would exist.
3. The TV courses should be offered with the cooperation of evening class regional representatives of GED.
4. The availability of the TV courses should be listed within the listing for evening courses.
5. Students should have the opportunity to register for evening and telecourse work simultaneously.

We felt a sizable portion of the students enrolled in GED evening classes were the counterparts of the College of the Air students. Therefore, we said proper course integration would be a test to determine whether the multitudes who flock into evening classes could be brought into College of the Air. The gap in enrollment might be due in part to the strength of the latter's traditional appeal set in an organized and efficient framework too strong for the student to pass up for the daring of instructional television, convenient though it may be. If so, proper course integration would be a beginning to reduce the cause of the gap.

If proper course integration were not followed, this experimental approach would be denied. To increase the chances of proper course integration being adopted, we presented a series of arguments meant to be persuasive by revealing the all-around value that could accrue if the justification could be found to assert the practicability of College of the Air at the credit level:

> Proper course integration will create a curriculum flexible enough to stimulate an increase in registrations per student. Students who find themselves limited to one evening course per term, because of their schedules in relation to the nature of evening class scheduling, will be able to take advantage of the convenience of enrolling via TV for another course.
>
> . . . . If there is an increase in College of the Air enrollment, large numbers of students will be exposed to the ideal qualities of instructional television. They will be the recipients of consistently high levels of education. A justified and successful College of the Air will benefit the administrator directly. He will solve staffing problems and make budgetary gains, and neither advantage shall be at the expense of the quality of education. He will find new time and new ways to pursue the great goals of continuing higher education.
>
> There is an additional excitement about this kind of role for College of the Air. Remember our MARRIED-OLD-POOR people--a group possessed of characteristics not prevalent in the people enrolled in evening class? College of the Air's function for them will not disappear. A telecourse goal to maximize our appeal to this group need not be impaired by the new role of College of the Air.
>
> The viewer following credit courses at home on an informal basis still is serviced. As long as the courses are telecast on an open-circuit, all can derive learning.

> Course integration of College of the Air into the evening extension operation is the key to the continuation of College of the Air, and course integration allows College of the Air to perform an alternate use.

At this writing, the suggested conditions have been adopted to a limited extent. However, for purposes of analysis - to gauge the effect of proper course integration on enrollment - College of the Air in 1962-63 remains intact. It assumes no more of a role within GED than it had in the past. Fall registration has brought no outstanding enrollment change.

It seems clear that if reorganization of the general structure of non-resident instruction is not far-reaching enough to provide proper course integration, our earlier claim that it is infeasible to think College of the Air can meet a junior college and extensive adult credit need would be magnified. There is every reason to believe that ITV at the non-resident, credit level would continue to serve its present limited demand and that the effort expended on the part of the Oregon ETV Network, the faculty, and the Office of Televised Instruction towards the existing telecourse structure would continue to be disproportionate to the return (as measured by the number of credit students enrolled). To make ITV more efficient and less wasteful, the number of courses offered should be reduced considerably; the advantage here also might be to force (again) interested students to consolidate their course choice and time and in this way approach respectable enrollments for the courses offered.

APPENDIX

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APPENDIX A

Sample Brochure - Television Junior College, 1959-60

THE PROJECT STORY—

- A contract under Title VII of the National Defense Education Act has made possible this experiment in the use of Educational Broadcasting to meet the growing needs of the Junior College program for the youth of Oregon.

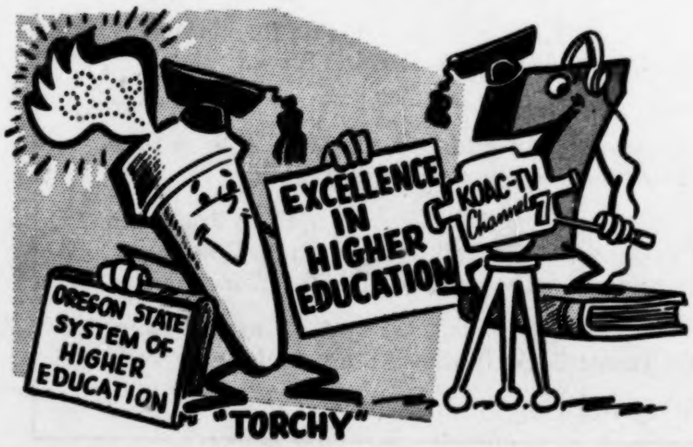
- Under the Oregon State System of Higher Education basic freshman and sophomore work is unspecialized and credits earned in these courses are readily transferable between institutions.

- In the liberal arts and sciences students completing two years of work fulfilling all requirements for junior standing select a major in a specialized field by the end of the sophomore year.

- Course work is required in three groups: LITERATURE, SCIENCE, SOCIAL SCIENCE. Course offerings from the institutions fulfilling these basic group requirements are chosen for this experimental TV Junior College.

- Many adults who plan no formal degree program are also encouraged to follow these courses in 1960.

- Oregon high school administrators are urged to use the offerings in the TV Junior College in their accelerated and gifted programs.



KOAC-AM-TV
Educational Radio and Television
General Extension Division
Corvallis, Oregon

H2324

TV
JUNIOR COLLEGE
KOAC-TV
CORVALLIS
SPRING TERM

1960

BASIC COLLEGE COURSES AVAILABLE BY TELEVISION

An Experiment Presented under Title VII of the National Defense Education Act and the United States Office of Education.

ON

KOAC-TV **KOAC-AM**
CHANNEL 7 **550 KC**
CORVALLIS

Dept. of Educational Radio and TV
General Extension Division
Oregon State Board of Higher Education

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n on Monday and Tuesday, March 28 and 29

Spring Term Schedule

evision ***Channel 7***

M,W,F 7:00 to 7:45 p.m.
Dr. Robert E. Gaskell, Oregon State College

M,W,F 8:00 to 8:30 p.m.
Dr. James W. Groshong, Oregon State College

) T,Th 7:15 to 8:00 p.m.
Dr. Robert Campbell, University of Oregon

T,Th 6:00 to 6:45 p.m.
Dr. Kester Svendsen, University of Oregon

on KOAC-TV, Channel 7, with repeat
llowing week on KOAC-Radio (550 kc)

5:15 to 6:00 p.m.
8:30 to 9:00 p.m.
6:30 to 7:15 p.m.
4:00 to 4:45 p.m.

OPEN FOR REGISTRATION

M,W,F 9:00 to 9:50 a.m.
)r. Edwin G. Ebbighausen, University of Oregon

erm) M,W,F 10:00 to 10:50 a.m.
Dr. Herbert E. Childs, Oregon State College

m) M,W,F 11:00 to 11:50 a.m.
Dr. Clyde P. Patton, University of Oregon

T,Th 11:00 to 11:50 a.m.
Dr. Carl L. Anderson, Oregon State College

, Channel 7. In addition, students able to tune
early morning courses on that station:

M,W,F 6:45 to 7:30 a.m.
Dr. Robert E. Gaskell, Oregon State College
)2 originating over KOAC-TV (7) in Corvallis.

T,Th 6:45 to 7:30 a.m.
Dr. Lester Beck, Portland State College

rning April 4.

SECTION 1

INFORMATION:

REGISTRATION—March 21 to April 11:

Registration for courses in the TV Junior College is through the Department of State-Wide Services of the General Extension Division. Address KOAC, CORVALLIS for registration forms or use the enclosed card. All registrations must be in the KOAC office by Monday, April 11.

CREDITS:

Your credits will be on file with the General Extension Division Registrar and can be transferred to the institution of your choice at any time.

General Extension Division students usually are not required to take courses in numerical sequence. However, content occasionally necessitates that courses be taken in sequence. It is suggested that students working toward degrees confer with campus representatives on any questions concerning course credits.

GRADES:

Papers, and all other required work, will be graded by your instructors and term grades issued by the General Extension Division.

FEES:

Students registered for credit pay a fee of $10.50 per credit hour. (A course carrying 3 hours credit costs $31.50; two 3-hour courses $63.00.) Payment must accompany registration forms.

MATERIALS:

Course outlines, study guides and examination questions are obtained from KOAC, Corvallis. Textbooks for the courses are obtained from the Co-op Bookstores on the several campuses.

EXAMINATIONS:

Assembled examinations will be given in towns where sufficient registrations are received. In other areas arrangements will be made for proctored examinations to be conducted.

COURSE SCHEDULE:

Classes begin on Monday and

TV Junior College — 1960 Spring Ter

Channel 7 ***KOAC-Television***

Mth 102 TRIGONOMETRY (3rd term) M,W,F
(4 credits) Instructor: Dr. Robert E. Gaske

Wr 113 ENGLISH COMPOSITION (3rd term) M,W,F
(3 credits) Instructor: Dr. James W. Grosh

Ec 203 PRINCIPLES OF ECONOMICS (3rd term) T,Th
(3 credits) Instructor: Dr. Robert Campbel

Eng 203 SHAKESPEARE (3rd term) T,Th
(3 credits) Instructor: Dr. Kester Svendse

All of the above courses are broadcast first on KOAC-TV, Chan
lectures scheduled for review purposes the following week on KO
as follows:

Mth 102	M,W,F	5:15 to 6:00
Wr 113	M,T,W	8:30 to 9:00
Ec 203	M,W	6:30 to 7:15
Eng 203	F,S	4:00 to 4:45

SUPPLEMENTARY COURSES ALSO OPEN FOR REGIST

Ph 107 DESCRIPTIVE ASTRONOMY (3rd term) M,W,F
(3 credits) Instructor: Dr. Edwin G. Ebbigha

Eng 106 APPRECIATION OF LITERATURE (3rd term) M,W,F
(3 credits) Instructor: Dr. Herbert E. Childs,

Geog 107 INTRODUCTORY GEOGRAPHY (3rd term) M,W,F
(3 credits) Instructor: Dr. Clyde P. Patton,

PE 160 GENERAL HYGIENE T,Th
(2 credits) Instructor: Dr. Carl L. Anderson

All of the above courses are broadcast on KOAC-TV, Channel 7. In addi
KOIN-TV, Channel 6, Portland may also register for early morning course

*Mth 102 TRIGONOMETRY (3rd term) M,W,F
(4 credits) Instructor: Dr. Robert E. Gaskel
A rebroadcast of Mth 102 originating over KO

Psy 203 GENERAL PSYCHOLOGY (3rd term) T,Th
(3 credits) Instructor: Dr. Lester Beck, Portl

*Mth 102 TRIGONOMETRY begins on Monday morning April 4.

SECTION 2

COURSE SCHEDULE: **Classes begin on Monday and Tuesday, March 28 and 29**

TV Junior College — 1960 Spring Term Schedule

Channel 7 ***KOAC-Television*** ***Channel 7***

Mth	102	TRIGONOMETRY (3rd term) (4 credits) Instructor: Dr. Robert E. Gaskell, Oregon State College	M,W,F	7:00 to 7:45 p.m.
Wr	113	ENGLISH COMPOSITION (3rd term) (3 credits) Instructor: Dr. James W. Groshong, Oregon State College	M,W,F	8:00 to 8:30 p.m.
Ec	203	PRINCIPLES OF ECONOMICS (3rd term) (3 credits) Instructor: Dr. Robert Campbell, University of Oregon	T,Th	7:15 to 8:00 p.m.
Eng	203	SHAKESPEARE (3rd term) (3 credits) Instructor: Dr. Kester Svendsen, University of Oregon	T,Th	6:00 to 6:45 p.m.

All of the above courses are broadcast first on KOAC-TV, Channel 7, with repeat lectures scheduled for review purposes the following week on KOAC-Radio (550 kc) as follows:

Mth 102	M,W,F	5:15 to 6:00 p.m.
Wr 113	M,T,W	8:30 to 9:00 p.m.
Ec 203	M,W	6:30 to 7:15 p.m.
Eng 203	F,S	4:00 to 4:45 p.m.

SUPPLEMENTARY COURSES ALSO OPEN FOR REGISTRATION

Ph	107	DESCRIPTIVE ASTRONOMY (3rd term) (3 credits) Instructor: Dr. Edwin G. Ebbighausen, University of Oregon	M,W,F	9:00 to 9:50 a.m.
Eng	106	APPRECIATION OF LITERATURE (3rd term) (3 credits) Instructor: Dr. Herbert E. Childs, Oregon State College	M,W,F	10:00 to 10:50 a.m.
Geog	107	INTRODUCTORY GEOGRAPHY (3rd term) (3 credits) Instructor: Dr. Clyde P. Patton, University of Oregon	M,W,F	11:00 to 11:50 a.m.
PE	160	GENERAL HYGIENE (2 credits) Instructor: Dr. Carl L. Anderson, Oregon State College	T,Th	11:00 to 11:50 a.m.

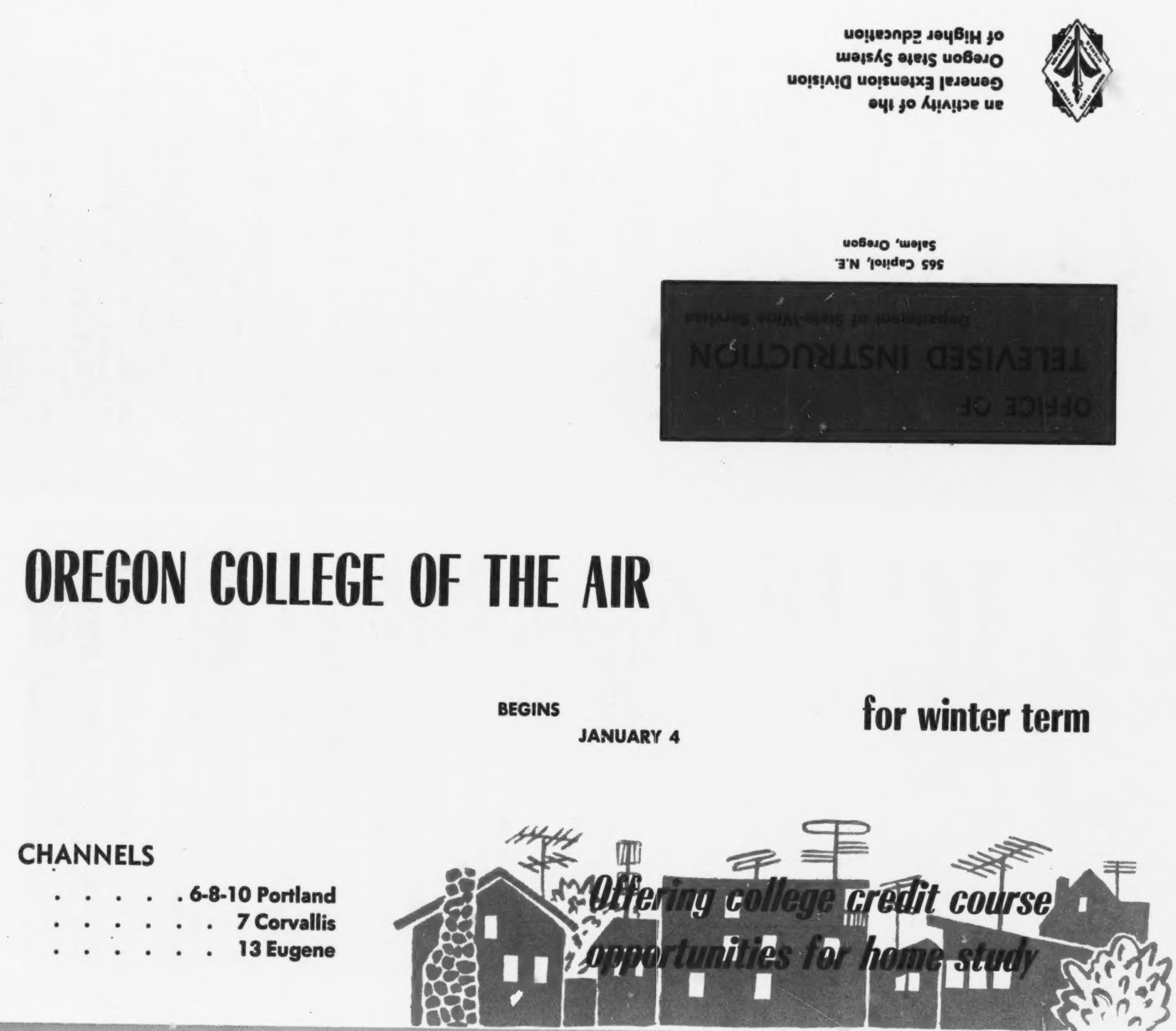
All of the above courses are broadcast on KOAC-TV, Channel 7. In addition, students able to tune KOIN-TV, Channel 6, Portland may also register for early morning courses on that station:

*Mth	102	TRIGONOMETRY (3rd term) (4 credits) Instructor: Dr. Robert E. Gaskell, Oregon State College A rebroadcast of Mth 102 originating over KOAC-TV (7) in Corvallis.	M,W,F	6:45 to 7:30 a.m.
Psy	203	GENERAL PSYCHOLOGY (3rd term) (3 credits) Instructor: Dr. Lester Beck, Portland State College	T,Th	6:45 to 7:30 a.m.

*Mth 102 TRIGONOMETRY begins on Monday morning April 4.

APPENDIX B

Sample Brochure - College of the Air, 1960-61



an activity of the
General Extension Division
Oregon State System
of Higher Education

OFFICE OF
TELEVISED INSTRUCTION
Department of State-Wide Services

565 Capitol, N.E.
Salem, Oregon

OREGON COLLEGE OF THE AIR

for winter term

BEGINS
JANUARY 4

CHANNELS

. . . . . 6-8-10 Portland
. . . . 7 Corvallis
. . . . 13 Eugene

Offering college credit course opportunities for home study

What you should know

It is the responsibility of General Extension Division to serve people of Oregon by extending off campus facilities and services of various institutions of the State System of Higher Education.

College of the Air is a program of General Extension Division in which college courses *taught or coordinated* by state system faculty members are offered by televised instruction. These courses maintain the same requirements and high level of academic proficiency as conventional classroom courses on campus and may or may not be taken for college credit. They provide a living-room opportunity for students to study and to earn college credit.

Twelve courses will be offered for credit winter term—eight in lower division, one in upper division, and three for graduate study. One course, GENERAL BIOLOGY, requires a laboratory period for credit. It may be used as a refresher course for teachers or by others not interested in using the course for credit.

A separate registration packet for all televised instruction courses offered for credit in the College of the Air program is available from *Office of Televised Instruction*, Salem Extension Center. The General Extension Division in Portland, Eugene Extension Center, and regional offices in Corvallis, Ashland and La Grande will also have packets available.

Successful extension education is dependent on successful communication between students and extension staff. General Extension can best serve Oregonians as educational and cultural needs and desires of the people throughout the state are made known. Any request for information or suggestions you would like to make to extension offices will receive prompt attention.

For your convenience you may fill out attached card to obtain these packets.

What you should do

RECEPTION . . . Before registering for a specific class offered on College of the Air, check television channel over which the course will be given to assure adequate program reception.

DEGREE . . . Those desiring credit toward a college degree should consult the registrar of the institution at which credit will be used or head of the organization to which credit will be submitted. This person will be able to give advice as to selection of proper course or courses.

REGISTRATION . . . Students registering for College of the Air should fill out all registration cards and forward, with correct fee (check or money order), to Office of Televised Instruction, using the addressed postage free envelope provided for this purpose. Cash should not be sent by mail.

FEES . . . Fees for televised instruction follow state system policy of $11 per credit hour or $90 for seven or more credit hours. Completed registration cards and correct fee must be in Office of Televised Instruction or postmarked no later than ten days after initial telecast of course. *No late registrations* will be accepted.

VIEWER'S GUIDE . . . A Viewer's Guide or other instructional material (other than text) will be sent immediately upon receipt of registration cards and fee. For credit or audit, no extra charge. *$1.00* fee for GUIDE to others.

TEXTBOOKS . . . Textbooks may be purchased at campus book store in city where course originates. Mailing charge, 15c each. Prices of texts subject to change.

Portland State College Coop Bookstore
1620 S.W. Park Avenue, Portland 1, Oregon

Oregon State College Coop Bookstore
Box 491, Corvallis, Oregon

University of Oregon Cooperative Store
1000 E. 13th Street, Eugene, Oregon

For further information call or write:

Office of Televised Instruction
General Extension Division
565 Capitol, N.E.
Salem, Oregon
EM 4-2171, Ext. 573

SECTION 1

College Courses by Televised Instru

Winter Term, 1961

KOAC-TV (7) Corvallis

Eng 467 **Nineteenth Century Poets.** 3 hours. (UO) $33. 9:00-9:50 a.m. Mon., Wed. and Fri (begining January 4) Moll

Second of three-term sequence. No prerequisite. Shelley, Byron, Tennyson. **No Viewer's Guide.**

Texts: *Percy Bysche Shelley, Selected Poetry and Prose.* Ed. by Kenneth Cameron Rinehart Pub. $.95
George Gordon, Lord Byron, Selected Poetry and Letters. Ed. by Edward Bostetter. Rinehart Pub. $.95
Poems of Tennyson, Buckley, Jerome H. Riverside Ed., Houghton Mifflin Co. $1.25

PE 160 **General Hygiene.** 2 term hours. (OSC) $22 11:00-11:45 a.m. Tu. and Th. (begining January 5) Anderson.

Principles and practices of health promotion; individual and physiological hygiene; disease prevention and control; community hygiene and public health. Satisfies hygiene requirements; may be elected by both men and women. **No Viewer's Guide**

Text: *Health Principles and Practices* by C. V. Langton and C. L. Anderson. Mosby Pub. $4.75

Ph 292 **Descriptive Meteorology.** 2 term hours. (OSC) $22. 9:00-9:50 a.m. Tu. and Th. (beginning January 5) Decker.

Second of three-term sequence. New students may enroll with prerequisties: Ph 291, Ph 191 or other study in meteorology. Emphasis on structure of storms including wave cyclones of middle latitudes, tropical cyclones, thunder storms, tornadoes, and associated weather phenomena. Also includes high pressure or anticyclones. **Viewer's Guide available.**

Text: *Weather Elements*, Blair and Fite, 4th ed. 1957. Prentice-Hall $6.95

GS 102 **General Biology.** No credit for off-campus viewers (OSC) 10:00-10:50 a.m. Mon., Wed. and Fri. (beginning January 4) Humphrey.

Laboratory period required for credit, but College of the Air viewers may use as refresher or for general information. Those wishing to follow course write to Dr. Humphrey.

Ac 212 **Fundamentals of Accounting.** 3 term hours. (UO) $33. 11:00-11:50 a.m. Mon., Wed. and Fri. (beginning January 4) Harwood.

Study of the functions of accounting as a tool for the planning and administration of business enterprise. Primary emphasis on analysis and interpretation of financial data, rather than on collection and presentation. Winter Term: Inventory and its control, risk-equity relationships, interest and annuities, analysis of position and income statements, fund statements, manufacturing costs, organization for and administration of cost and budgetary control. Prerequisite: sophomore standing or consent of instructor. **Viewer's Guide avialable.**

Text: *Managerial Accounting and Introduction*, Bierman. 1st ed. McMillan $7.00.

RL 51 **First Year French.** 2 term hours. (UO). $22. 6:30-7:00 p.m. Tu. and Th. (beginning January 5) Marlow.

Continues and reviews an introduction to French, stressing reading and speaking with emphasis on pronunciation and some information about French life in connection with vocabulary studied. No prerequisite. **Viewer's Guide available.**

Text: *Foundation Course in French*, Fraser Squair and Parker D. C. Heath and Co., Boston. $5.00.

Hst 102 **History of Western Civilization.** 3 term hours. (PSC) $33. 6:45-7:30 p.m. Mon. and Wed (beginning January 4) Dmytryshyn, White, LeGuin

Development of western civilization from ancient times to the present. **Viewer's Guide available.**

Text: *A History of Civilization*, Brinton, Christopher and Wolff. 2 volumes, 2nd ed., 1960. Prentice-Hall. $7.95 each volume.
Readings: *The Western Tradition* by Eugen Weber. Available in one volume cloth cover at $7.50, or two volume paperbacks at $2.95 each. 1959. D. C. Heath and Co.

Phl 202 **Elementary Ethics.** 3 term hours. (UO) $33. 7:30-8:15 p.m. Tu. and Th. (beginning January 5) Dykstra.

An introdutcion to the philosophical study of morality, e.g., right and wrong, free will and determinism, morals and society, etc. **Viewer's Guide available.**

Text: *Knowledge and Value*, edited by Sprague and Taylor. Harcourt, Brace and Company publishers. $6.50.

Eng 254 **Survey of American Literature.** 3 term hours. (OSC) $33. 7:30-8:00 p.m. Mon., Wed. and Fri. (beginning January 4) Childs.

American literature from its beginnings to present day. Recommended for a major or a minor. **Viewer's Guide available.**

Text:
1. *Major American Writers*, Jones, Leisy and Ludwig. 3rd ed. Harcourt, Brace and Co. $8.00.
2. *Mirror of Democracy*, Childs and Jenkins. Oregon State College Coop Association (Coop Book Store) $.70. (No. 1 and No. 2 are used for full year. MD is an outline syllabus.)
3. *Henry Thoreau*, Walden. Rinehart Edit. $.50.
4. *Moby Dick*, Melville. Rinehart Edit. $.95.

KOIN-TV (6) Portland

Hst 102 **History of Western Civilization.** 3 term hours. (PSC) $33. 6:45-7:30 p.m. Mon. and Wed. (beginning January 4) Dmytryshyn, White, LeGuin.

Development of western civilization from ancient times to the present. **Viewer's Guide available.**

Text: *A History of Civilization*, Brinton, Christopher and Wolff. 2 volumes, 2nd ed., 1960. Prentice-Hall. $7.95 each volume.

Readings: *The Western Tradition*, by Eugen Weber. Available in one volume cloth cover at $7.50, or two volume paperbacks at $2.95 each. 1959. D. C. Heath and Co.

Psy 202 C
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Psy 202 **General Psychology.** 3 term hours. (PSC) $33. 6:15-7:00 a.m. Tu. and Th. (begininng January 5) Beck.

Basic principles and theories of behavior. Prerequisite: sophomore standing. **No Viewer's Guide.** Mimeographed materials will be distributed.

Text: *An Introduction to the Principles of Psychology*, Bugelski, B. R. 1960. Rinehart Pub. $6.00.

KGW-TV (8) Portland KVAL-TV (13) Eugene

Ch 401 **Chemistry for High School Teachers** (g) 3 term hours. (UO-OSC) $33. 6:00-6:30 a.m. Mon. through Fri. (beginning January 3) Dr. John F. Baxter, Univ. of Fla. Klemm, Oregon Coordinator.

Second of three-term sequence which has as its fundamental purpose to bring students—particularly teachers of high school science—up-to-date information concerning recent developments in chemistry and to demonstrate techniques essential to effective teaching of beginning chemistry. Prerequisite: two years of chemistry, two years of physical science, Ch 400 or equivalent. **No Viewer's Guide.**

Text: *Modern Chemistry* by Baxter and Steiner. Vol. II $2.50 Prentice-Hall, Inc., Englewood Cliffs, N. J.
A Guide to Modern Chemistry by Baxter and Young Vol. II $1.00 Prentice-Hall, Inc., Englewood Cliffs, N. J.

Mth 492 **Algebra and Probability.** (g) 3 term hours. (UO-OSC) $33. 6:30-7:00 a.m. Mon., Wed. and Fri. (beginning January 4)

Dr. John L. Kelley, Univ. of Calif. Goebel, Oregon Coordinator.

Matrix algebra, introduction to probability; counting methods, theory of sets, and finite probability. Prerequisite: Math 491 (g). **No Viewer's Guide.**

Text: *Modern Algebra* by John L. Kelley. D. Van Nostrand Co., Inc., Princeton, N. J. $2.75. Student Manual—$1.00.

Ed 594 **Teaching of Modern Mathematics.** 1 term hour. (UO-OSC) $11. 6:30-7:00 a.m. Tu. and Th. (beginning January 3)

Dr. Julius H. Hlavaty, New York. Schaaf, Oregon Coordinator.

This course is designed for teachers of mathematics and must be taken in conjunction with Mth 491-2 and 3 (g) for each of the three terms to receive any credit. It will carry the same course number and title each of the three terms. **No Viewer's Guide.**

KOAP-TV (10) Portland

KOAP-TV, Channel 10, will go on the air during the latter part of January. Classes now offered over KOIN-TV may be transferred to Channel 10. Switchover of time and programs will be announced by Channel 10 and other commercial stations which broadcast College of Air courses.

Instructors

Dr. Carl L. Anderson, Professor
Chairman of Hygiene and Environmental Sanitation
Men's Gymnasium
Oregon State College
Corvallis, Oregon

Dr. Lester F. Beck, Professor of Psychology
424h State Hall
Portland State College
Portland, Oregon

Dr. Herbert E. Childs, Professor of English
Administration 28
Oregon State College
Corvallis, Oregon

Dr. Fred W. Decker, Associate Professor of Physics
Physics Building 207
Oregon State College
Corvallis, Oregon

Dr. Basil Dmytryshyn, Associate Professor of History
424f State Hall
Portland State College
Portland, Oregon

Dr. Vergil H. Dykstra, Assistant Professor of Philosophy
212 Chapman
University of Oregon
Eugene, Oregon

Mr. Jack Goebel, Teaching Fellow, Department of Mathematics
Agriculture Hall 136A
Oregon State College
Corvallis, Oregon

Dr. D. S. Harwood, Jr., Assistant Professor of Accounting
371D Commonwealth Hall
University of Oregon
Eugene, Oregon

Dr. Donald Humphrey, Assistant Professor of General Science
Agriculture Hall 229
Oregon State College
Corvallis, Oregon

Dr. LeRoy Klemm, Associate Professor of Chemistry
215 Science Building
University of Oregon
Eugene, Oregon

Dr. Charles LeGuin, Assistant Professor of History
476h State Hall
Portland State College
Portland, Oregon

Mrs. Elisabeth Marlow, Instructor Romance Language
202 Friendly Hall
University of Oregon
Eugene, Oregon

Dr. E. G. Moll, Professor of English
113 Friendly Hall
University of Oregon
Eugene, Oregon

Dr. Oscar F. Schaaf, Assistant Professor of Education, University of Oregon
Address mail to:
202 South Eugene High School
Eugene, Oregon

Dr. Charles M. White, Associate Professor of History
424f State Hall
Portland State College
Portland, Oregon

APPENDIX C

Sample of Original and Follow-up Letters to College of the Air Respondents, 1960- 61 and 1961-62

OREGON STATE SYSTEM OF HIGHER EDUCATION
GENERAL EXTENSION DIVISION

DEPARTMENT OF EDUCATIONAL MEDIA
OFFICE OF KOAC-AM-TV
COLLEGE CAMPUS
CORVALLIS, OREGON

Dear

The Registrar of the General Extension Division has provided us with your name. You are one of the many who are taking or who have taken college courses for credit through television.

This is a new and changing medium of education. In order to properly adjust the concept of televised instruction to the needs of the student taking the course for credit, we must know some basic facts. Therefore, we have enclosed a rather brief questionnaire, which we are asking you to fill out and return to us.

A self-addressed and stamped envelope is enclosed for your convenience. Please be assured that the information obtained will be used only in the form of tabulations for the above stated purpose.

Sincerely,

Alfred R. Kelman
Research Director

ARK:mj

Enclosure

GENERAL EXTENSION DIVISION SERVES THE STATE OF OREGON THROUGH FACILITIES AND RESOURCES OF THE STATE SYSTEM OF HIGHER EDUCATION: OREGON STATE COLLEGE, UNIVERSITY OF OREGON, PORTLAND STATE COLLEGE, OREGON COLLEGE OF EDUCATION, SOUTHERN OREGON COLLEGE, EASTERN OREGON COLLEGE, OREGON TECHNICAL INSTITUTE, THE MEDICAL AND DENTAL SCHOOLS, AND IN COOPERATION WITH VARIOUS STATE AGENCIES AND DEPARTMENTS

APPENDIX C (con't)

Office of KOAC-AM-TV
GENERAL EXTENSION DIVISION
Oregon State System of Higher Education
College Campus
Corvallis, Oregon
PLaza 3-4351

Dear

In the event you have lost or misplaced the first letter and questionnaire mailed to you, we have enclosed a new copy of each. Please fill out the questionnaire. Note that this time we have stamped the return envelope with a special delivery stamp. The prompt return of your information is vital to the success of the project. Dr. James Morris, Director of Radio & Television for the General Extension Division, joins with me in asking your cooperation.

Sincerely yours,

Alfred R. Kelman
Research Director

ARK:lc

Enclosures

APPENDIX D

Amplified Version of the Classifications Employed in Table 12

Column 48 - WHY ARE YOU TAKING COURSE(S) BY TELEVISION? (Q. 7)*

	0 - not applicable (if Column 49 is used)
OTHERS	1 - graduate course enrollee
OTHERS	2 - to modify a low grade point average or to qualify for college enrollment.
HIGH SCHOOL STUDENT	3 - high school student either removing future college requirements, or testing his college capabilities, or "just interested."
To accumulate College Credits Degree Need Indicated CONVENIENCE FACTOR OMITTED	4 - to accumulate college credits; degree intention indicated, specific interest expressed, i.e., course needed.
To accumulate College Credits Degree Need Indicated CONVENIENCE FACTOR INCLUDED	5 - to accumulate college credits; degree intention indicated; convenience factor cited: time element, commuting saved, pregnancy, (convenience comparison implied to other educational availabilities).
OTHERS	6 - financially motivated due to the expense of a campus education or the necessity of staying on the job. (Much of the flavor of this response also is implied in 48 - 5.)
MAINTAIN PROFESSIONAL COMPETENCE	7 - to maintain or upgrade professional standing or ability, particularly in the teaching profession: to renew teaching certificate, to establish teaching eligibility, convenience also may be cited. (Degree need takes precedence, 48 - 4 or 5.)

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*Applicable responses from other questions also were utilized in coding this question.

APPENDIX D (con't)

8 -

OTHERS 9 - no answer or not codeable

Column 49 - (Q. 7) continued

0 - not applicable (if Column 48 is used)

OTHERS 1 - to accumulate college credits; graduate degree intention cited; convenience factor cited.

OTHERS 2 - concept of televised instruction enjoyable and interesting, (comparison to other educational availabilities may be implied).

3 -

4 -

5 -

6 -

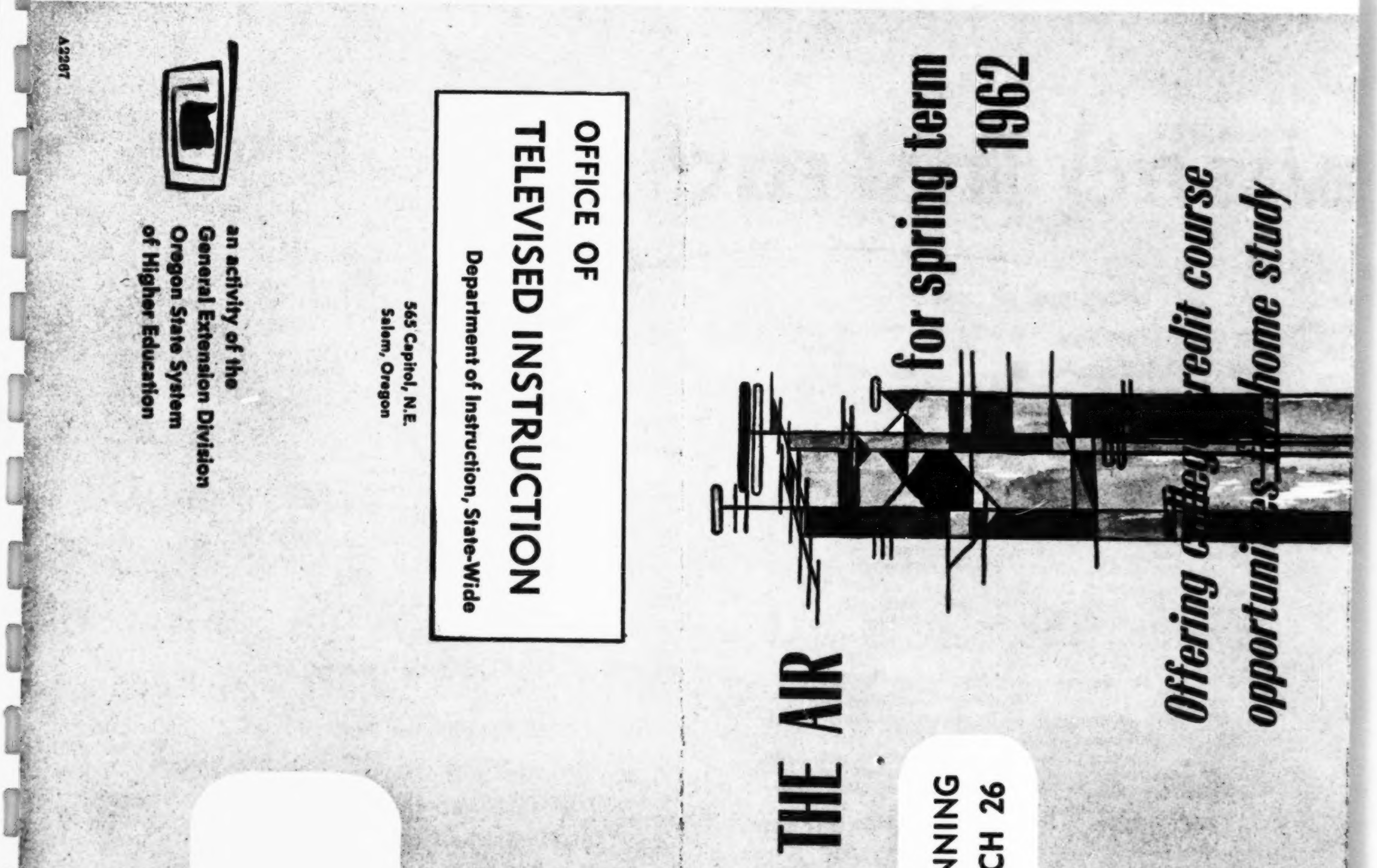
CASUAL IMPROVEMENT 7 - desire for the course; to improve one's mind; to keep busy; plus, perhaps, convenience and or prerequisite.

8 -

9 -

APPENDIX E

Sample Brochure - College of the Air, 1961-62



OREGON COLLEGE OF THE AIR

for spring term

1962

Offering college credit course opportunities for home study

BEGINNING
MARCH 26

CHANNELS
Portland 6-8-10
Corvallis 7
Medford 5
Coos Bay 11
Eugene 13
Boise 2-7
Spokane 4-6
Seattle 5
Seattle-Tacoma 11
Pasco 19
Redding 7
Klamath Falls 2
Roseburg 4

OFFICE OF
TELEVISED INSTRUCTION
Department of Instruction, State-Wide

565 Capitol, N.E.
Salem, Oregon

an activity of the
General Extension Division
Oregon State System
of Higher Education

A2207

OREGON COLLEGE OF THE AIR

COLLEGE OF THE AIR is a program of General Extension Division in which televised college courses are *taught or coordinated* by state system faculty members. These courses maintain the same requirements and high level of academic proficiency as those offered on campus and may be taken for college credit. They provide a living-room opportunity for students to study and earn college credit.

ALTERNATE PLAN . . . College of the Air also provides high school graduates an alternate plan for beginning the first two years of college if enrollment on campus is impossible. Under the Oregon State System of Higher Education basic freshman and sophomore work is required regardless of the student's major field of study. In the liberal arts and sciences, students who complete two years of work and fulfill all requirements for junior standing, select a major in a specialized field.

YOU DO NOT HAVE TO GO ON CAMPUS TO BEGIN YOUR COLLEGE PROGRAM . . . Basic course work is required in three fields of study: *Literature, Science,* and *Social Science.* Course offerings within these basic group requirements are available through College of the Air.

COURSE APPROVAL . . . An enrollee working toward a degree should have courses approved by advisor or registrar of HIS college. General Extension Division is NOT an institution; it is an off-campus extension of college courses. The registrar of General Extension Division cannot be responsible for counseling an enrollee. Each degree candidate should have a program approved by HIS college.

NATIONAL COURSES . . . Credits in our State System are in TERM hours. To use national telecourses on commercial stations semester hours have been converted to term hours. Two semesters' work has been divided into three terms. Spring term in Oregon State System colleges begins during second semester and continues until "test week" in June. Registration, grades, and tests are on a term basis. National courses have been given Oregon titles and numbers by one or more of the colleges within our State System of Higher Education.

REGISTRATION . . . A student who wishes to register for College of the Air courses should request a *registration-by-mail* packet from the Office of Televised Instruction in Salem or General Extension Division offices in Portland, Eugene, Corvallis, Ashland, La Grande or Monmouth. Please indicate number of courses for which credit is desired. Student should fill out all registration material including, for each course, a two-part class card marked "Instructor's Copy" and "Office Copy", and forward with correct fee (Check or money order—please do not send cash) to Registrar, General Extension Division, P. O. Box 1491, Portland 7, Oregon.

PARTICIPANTS . . . For those who do not desire college credit there is a Participant's charge of $5 per course to cover materials and handling. Send check or money order to Office of Televised Instruction designating course(s) in which participating. We will mail (at no extra cost) a Viewer's Guide, self-testing exercises, or other mimeographed material *when available as listed in each course description.* NO free material for national courses. Participants may correspond with instructor and will receive a certificate of completion upon submitting a written evaluation of course. No grade or proctored test.

FEES . . . Fees for televised instruction follow state system policy of $11 per credit hour or $90 for seven or more credit hours.

LATE FEES . . . After the first week of instruction a late fee of $3.00 is assessed and an additional $1 per week thereafter. No registrations accepted after fourth week. Registration materials forwarded to registrar without late fee included will not be accepted and will be returned to student. No late fee for Participants.

DROPPING COURSES . . . Courses may be dropped without responsibility for grades during the first half of the course by written notification to the registrar. The notification of change of class status should also be forwarded to registrar by the student.

REFUNDS . . . Written notification of withdrawal and request for refund must be sent in writing to registrar as soon as possible. Refunds are calculated from date of notification (postmark on envelope). The following schedule is used in computing refunds for credit classes (no refund to Participants):

Before close of 1st week	90% fee
Before close of 2nd week	75% fee
Before close of 4th week	50% fee
Before close of 6th week	25% fee

No refund after sixth week (or first half of class).

CREDITS . . . Credits are retained in the General Extension Division Registrar's office in Portland until student requests that they be sent to HIS college.

TRANSCRIPTS . . . All requests should be sent to the Registrar, General Extension Division, P. O. Box 1491, Portland 7, Oregon. The fee is $1 for each transcript and 50 cents for each additional copy furnished simultaneously. However, a certified grade slip may be obtained within three months following completion of course, without charge. Transcript cards are available in Extension Division offices, or written requests which contain necessary information will be satisfactory.

TEXTBOOKS . . . Textbooks may be purchased at the campus book store at the college or university where the course originates. *Mailing charge 15 cents each.* Prices of texts subject to change.

PORTLAND STATE COLLEGE
COOP BOOKSTORE
1620 S. W. Park Avenue
Portland 1, Oregon

OREGON STATE UNIVERSITY
COOP BOOKSTORE
Box 491
Corvallis, Oregon

UNIVERSITY OF OREGON
COOPERATIVE STORE
P. O. Box 5176
Eugene, Oregon

FOR FURTHER INFORMATION CALL OR WRITE:

Office of Televised Instruction
General Extension Division
565 Capitol Street, N. E.
Salem, Oregon
EMpire 4-2171, Extension 573.

INSTRUCTORS:

Dr. Carl L. Anderson, Professor, Chairman of Hygiene and Environmental Sanitation, Oregon State University

Dr. Edwin G. Ebbighausen, Professor of Physics, University of Oregon

Mr. Gary Field, Political Science Department, University of Oregon

Mr. David H. Gilbert, Assistant Professor of English, Oregon State University

Mr. Mason Henderson, Mathematics Department, Oregon State University

Dr. Donald G. Humphrey, Associate Professor of General Science, Oregon State University

Mrs. Elisabeth A. Marlow, Instructor in Romance Languages, University of Oregon

Dr. Bayard H. McConnaughey, Assistant Professor of Biology, University of Oregon

Dr. Victor P. Morris, H. T. Miner Professor Emeritus of Business Administration, University of Oregon

SECTION 1

College Courses by Tele

Interinstitutional Courses

KOAC-TV (7) Corvallis

KOAP-TV (10) Portland

The following four courses are on-campus telecourses from which home viewers may profit because of open circuit transmission.

(OSU) GS 103. General Biology. Off-campus viewers: no credit.

Principles of biology as they apply to both plants and animals. No prerequisite. (MIMEOGRAPHED MATERIALS FREE TO PARTICIPANTS). HUMPHREY

Mondays, Wednesdays, and Fridays beginning March 28. 3:00-3:50 p.m. (Also on KOAC-TV 11:00-11:50 a.m.

Text: Simpson, *Life, An Introduction to Biology*. Harcourt, Brace & Co. $7.95.

(OSU) PE 160. General Hygiene. 2 hours.

Principles and practices of health promotion; individual and physiological hygiene; disease prevention and control; community hygiene and public health. (NO MIMEOGRAPHED MATERIALS). ANDERSON

Tuesdays and Thursdays beginning March 29. 11:00-11:50 a.m. (Also on KOAC-TV 9:00-9:50 a.m.) $22.00

Text: Anderson, C. L. and C. V. Langton, *Health Principles and Practices*, 3rd Edition. C. V. Mosby Co. $5.75.

(UO) Ph 107. Descriptive Astronomy. 3 hours each term for off-campus viewers or 4 hours if student attends on-campus discussions.

Continuation of stellar system. No prerequisite. (NO MIMEOGRAPHED MATERIALS). EBBIGHAUSEN

Mondays, Wednesdays, and Fridays beginning March 28. 9:00-9:50 a.m. $33.00 (3 hours) or $44.00 (4 hours).

Text: Baker, R. H., *Astronomy*, 7th Edition. Van Nostrand. $7.50.

(PSC, OCE) Psy 203.
(UO) Psy 204.
(OSU) Psy 205. General Psychology. 3 hours.

Basic principles of learning, personality, and social behavior. No prerequisite. (ASSIGNMENTS AND SELF-TESTING EXERCISES FREE TO ENROLLEES AND PARTICIPANTS). STATE SYSTEM STAFF

Mondays, Wednesdays, and Fridays beginning March 28. 10:00-10:50 a.m. also 2:00-2:50 p.m. $33.00

Text: Sanford, Philip, *Psychology: A Scientific Study of Man*. Wadsworth. $7.50.

Evening Courses

(OSU) Mth 200. Calculus With Analytical Geometry. 4 hours.

Differentiation and integration: application to rates, areas, volumes. Prerequisite: Mth 102 (Trigonometry) or equivalent. (NO MIMEOGRAPHED MATERIALS).
OSU STAFF—HENDERSON, Coordinator

Mondays, Wednesdays, and Fridays beginning March 28. 7:30-8:15 p.m. $44.00

Text: Randolph, John F., *Calculus and Analytic Geometry*. 1961, Wadsworth Publishing Co. $8.50.

(PSC) PS 233. Current Affairs. 2 hours

Designed to acquaint students with current political, economic, and sociological problems and developments that arise on domestic and international levels, and to encourage objective analysis and discussions of these events in order to mold responsible citizens. No prerequisite. (MIMEOGRAPHED MATERIALS FREE TO ENROLLEES AND PARTICIPANTS). MORRIS

Tuesdays and Thursdays beginning March 27. 8:00-8:30 p.m. $22.00

Text: *No text*—it will be essential that the student taking the course for credit follow the newspapers, and certain current magazine material required from week to week.

(UO) RL 51a. First-Year French. 2 hours each term on television (4 hours on campus—2 television terms equal 1 campus term therefore this term will be the first half of second term on campus).

An introduction to French, stressing reading and speaking. Exercises in elementary composition and grammar. No prerequisite but some knowledge of French necessary. (VIEWER'S GUIDE FREE TO ENROLLEES AND PARTICIPANTS OR $1 TO OTHERS. AVAILABLE FROM OFFICE OF TELEVISED INSTRUCTION ONLY). MARLOW

Tuesdays and Thursdays beginning March 27. 7:00-7:30 p.m. $22.00

Text: Fraser, Squair, and Parker, *Foundation Course in French*. D. C. Heath & Co. $5.25.
Records: (NOT REQUIRED) Set of 6 long play—$8.50 plus 15c mailing charge from UO Bookstore ONLY.

(OSU) Wr 113. English Composition. 3 hours.

The final term deals primarily with methods of gathering, organizing, and presenting research work in acceptable form and some refinements of style. Work for the term includes a research paper (about 2,000 words, based primarily on a research casebook) and several themes. Prerequisite: Wr 112, a comparable course in freshman English or permission of instructor. (VIEWER'S GUIDE FREE TO ENROLLEES OR PARTICIPANTS OR $1 TO OTHERS. AVAILABLE FROM OFFICE OF TELEVISED INSTRUCTION ONLY.) (For Participants three of the required themes will be corrected). GILBERT

Mondays, Wednesdays, and Fridays beginning March 28. 7:00-7:30 p.m. $33.00

Texts: Hodges, John C., *Harbrace College Handbook*, 4th Edition. Harcourt, Brace & Co. $3.25.
Locke, Gibson and Arms, *Toward Liberal Education*. 3rd Edition. Holt, Rinehart and Winston. $5.95.
A paperback research casebook to be named.

levised Instruction:

SPRING TERM 1962

National Courses

KGW-TV (8) Portland
KVAL-TV (13) Eugene
KCBY-TV (11) Coos Bay
KPIC-TV (4) Roseburg
KTVB-TV (7) Boise, Id.
KING-TV (5) Seattle, Wn.

(UO-OSU) Mth 493. Probability and Statistics. (g) 3 term hours (NBC: Contemporary Mathematics)

Will cover random variable, expectation, mean and variance, hypothesis testing, law of large numbers and the central limit theorem. Prerequisite: Mth 492 (g) or should have followed the broadcasts beginning January 29 and have two years of high school algebra. (NO MIMEOGRAPHED MATERIALS).

Dr. Frederick Mosteller, Harvard Univ.
Henderson, Oregon Coordinator

Mondays, Wednesdays, and Fridays beginning March 26. 6:00-6:30 a.m. $33.00

Text: Mosteller, Rourke, and Thomas, *Probability With Statistical Application*. Addison-Wesley Publ. Co. $4.00.

Guide: Noether, *Guide to Probability and Statistics*. Addison-Wesley Publ. Co. $1.00.

TV Lesson Schedule available from Learning Resources Institute, 680 Fifth Avenue, New York 19, New York. $.25 postpaid.

Six Above Stations

(UO-OSU) Ed 594. Teaching of Modern Mathematics. 1 term hour. (NBC: Teaching of Contemporary Mathematics)

This course is designed for teachers of mathematics and must be taken in conjunction with Mth 491-2-3 (g) for each of the three terms to receive any credit. It will carry the same course number and title each of the three terms. (NO MIMEOGRAPHED MATERIALS).

Dr. Paul C. Clifford, Montclair State College, N. J.
Henderson, Oregon Coordinator

Tuesdays and Thursdays beginning March 27. 6:00-6:30 a.m. $11.00

Six Above Stations	6:30-7:00 a.m.
KHQ-TV (6) Spokane, Wn.	8:00-8:30 a.m.
KVIP-TV (7) Redding, Cal.	9:15-9:45 a.m.
KOAP-TV (10) Portland	11:00-12 noon (M.W.F. only)

(UO) PS 458. The American Political System. (g) 3 term hours. (NBC: Structure and Functions of American Government)

Major principles, institutions, processes, policies, and problems of government and politics in the United States. (NO MIMEOGRAPHED MATERIALS).

Dr. Peter H. Odegard, University of Cal.
Oregon Coordinator—Field

Monday through Friday beginning March 26 (except KOAP-TV). $33.00

Text: Odegard, Peter H. and Hans Baerwald, *American Government: Structure, Problems, and Policies*. Row, Peterson Co. $4.00.

Readings: Odegard, Peter H. and Victor Rosenblum, *American Government: Readings and Documents*. Row, Peterson Co. $2.50.

Outline: Odegard, Peter H. *American Government: Second Semester Study Guide*. Row, Peterson Co. $1.00.

KOIN-TV (6) Portland	7:00-7:30 a.m.
KTNT-TV (11) Seattle-Tacoma, Wn.	7:15-7:45 a.m.
KXLY-TV (4) Spokane, Wn.	7:30-8:00 a.m.
KBOI-TV (2) Boise, Id.	7:30-8:00 a.m.
KOTI-TV (2) Klamath Falls	10:00-10:30 a.m.
KBES-TV (5) Medford	12:00-12:30 noon
KEPR-TV (19) Pasco, Wn.	12:00-12:30 noon

(UO-OSU) GS 416. Biology for Teachers. (g) 3 term hours. (CBS: The New Biology)

Modern biology designed to include the results of recent research findings in the discipline and to reflect the recommendations of professional organizations interested in biology education. (UO: for use toward interdisciplinary degree for teachers.) (OSU: May be used as graduate credit on Master of Education degree to apply on electives) (NO MIMEOGRAPHED MATERIALS).

Dr. Koppelman, U. of Chicago
Oregon Coordinator—McConnaughey

Monday through Friday beginning March 26. $33.00

Text: Johnson, Willis H., Richard A. Laubengayer, and Louis E. DeLanney. *General Biology*. Holt, Rinehart and Winston. $7.95.

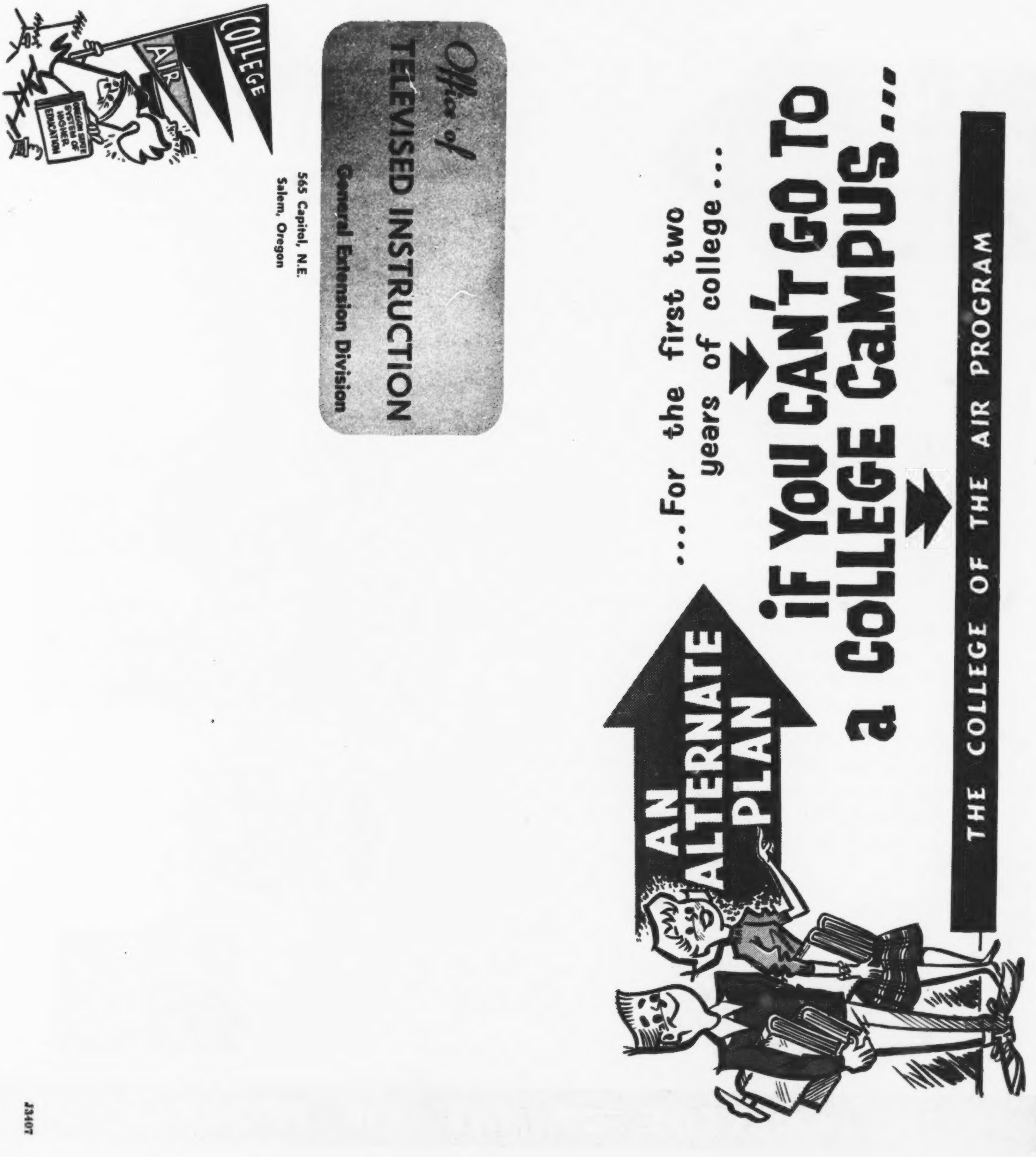
Guide: Professor Koppelman's Study Guide published by Addison-Wesley. $2.50.

Assignments: TV Lesson Schedule available from Learning Resources Institute, 680 Fifth Avenue, New York 19, New York. $.25 postpaid.

We expect to offer Remedial English and Remedial Math during the summer. Watch your newspaper for announcement or write to this office for time of telecast and registration materials.

APPENDIX F

Sample Brochure - An Alternate Plan



COLLEGE
AIR
OREGON STATE SYSTEM OF HIGHER EDUCATION

Office of
TELEVISED INSTRUCTION
General Extension Division

565 Capitol, N.E.
Salem, Oregon

J3407

. . . For the first two
years of college . . .

IF YOU CAN'T GO TO
a COLLEGE CAMPUS . . .

AN
ALTERNATE
PLAN

THE COLLEGE OF THE AIR PROGRAM

THE ALTERNATE PLAN

Under the Oregon State System of Higher Education basic freshman and sophomore work is required regardless of the student's major field of study . . .

In the liberal arts and sciences students completing two years of work, fulfilling all requirements for junior standing, select a major in a specialized field by the end of the sophomore year . . .

You don't have to go to a campus to begin your program

Basic course work is required in three fields of study: LITERATURE, SCIENCE and SOCIAL SCIENCE. Course offerings from the institutions fulfilling these basic group requirements are available through College of the Air MATHEMATICS. . . ENGLISH COMPOSITION . . . FRENCH . . . CURRENT AFFAIRS will be offered evenings on KOAC-TV and KOAP-TV beginning Fall term, 1961 . . .

Consult the College of the Air brochure for the academic year 1961-62 for a listing of OTHER LOWER DIVISION COURSES available at earlier hours and detailed information on registration procedures . . .

Degrees

Your credits will be on file with the General Extension Division Registrar and can be transferred to the institution of your choice at any time. It is suggested that students working toward degrees confer with campus representatives, staff members of the Extension Division, or high school counselors on any questions concerning course credits.

Fees

Fees for televised instruction follow state system policy of $11 per credit hour or $90 for seven or more credit hours.

THE COLLEGE OF THE AIR PROGRAM

APPENDIX G*

TABLE 1A - 1961-62

High Aspirations
I. Q. 100+
(percentages across)

	Certain college	Uncertain college	Total number
Have money	24 100%	0	24 100%
Don't have money	11 100%	0	11 100%

TABLE 2A - 1961-62

Moderate Aspirations
I. Q. 100+
(percentages across)

	Certain college	Uncertain college	Total number
Have money	7 100%	0	7 100%
Don't have money	2 50%	2 50%	4 100%

---

*25% of the College of the Air students responding to the questionnaire were 24 years old and under. This amounted to 78 students in number. The tables are

APPENDIX G (con't)

TABLE 3A - 1961-62

Low Aspirations
I. Q. 100+
(percentages across)

	Certain college	Uncertain college	Total number
Have money	0	0	0
Don't have money	0	0	0

---

based upon 46 students; the remaining 31 could not be included either because their I. Q.'s could not be traced, their I. Q.'s were under 100, or because they didn't answer some part of the three questions employed in the comparison.

APPENDIX H

TABLE 4 - 1961-62

Two OLD-affluent groups by OCCUPATION

(percentages across)

GROUP	PROFESSIONAL	OTHER	N
single-OLD-affluent	19* 86%	3 14%	22 100%
MARRIED-OLD-affluent	106** 74%	37 26%	143 100%

*16 of these 19 professional people are teachers.
**89 of these 106 professional people are teachers.

APPENDIX I

TABLE 8A - 1961-62

1 BLOCK GROUPS by UTILIZATION OF INSTRUCTIONAL TELEVISION IN DEGREE PLANS

(percentages across)

# BLOCKS	GROUP	TV included		NO TV		N	
1	single-young-POOR	6	40%	9	60%	15	100%
	single-OLD-affluent	7	100%	0		7	100%
	MARRIED-young-affluent	6	86%	1	14%	7	100%

TABLE 8B - 1961-62

2 BLOCK GROUPS by UTILIZATION OF INSTRUCTIONAL TELEVISION IN DEGREE PLANS

(percentages across)

# BLOCKS	GROUP	TV included		NO TV		N	
2	single-OLD-POOR	3	60%	2	40%	5	100%
	MARRIED-young-POOR	8	80%	2	20%	10	100%
	MARRIED-OLD-affluent	49	91%	5	9%	54	100%

APPENDIX J

TABLE 9 - 1961-62

MARRIED-OLD-affluent group
by
UTILIZATION OF INSTRUCTIONAL TELEVISION IN DEGREE PLANS
by
OCCUPATION

(percentages across)

OCCUPATIONS	TV included		NO TV		N	
Professional	30	91%	3	9%	33	100%
Housewife	16	100%	0		16	100%
Other	3	60%	2	40%	5	100%

APPENDIX K

TABLE 5B - 1961-62

COLLEGE DEGREE POSSESSION

(percentages across)

# BLOCKS	GROUP	HAS DEGREE		DOES NOT HAVE DEGREE		N	
0	single-young-affluent	0		33	100%	33	100%
	single-young POOR	0		18	100%	18	100%
1	single-OLD-affluent	13	59%	9	41%	22	100%
	MARRIED-young-affluent	3	25%	9	75%	12	100%
	single-OLD-POOR	1	8%	12	92%	13	100%
2	MARRIED-young-POOR	2	14%	12	86%	14	100%
	MARRIED-OLD-affluent	71	50%	72	50%	143	100%
3	MARRIED-OLD-POOR	0		42	100%	42	100%

APPENDIX L

TABLE 13 - 1961-62

COLLEGE DEGREE INTENT

(percentages across)

# BLOCKS	GROUP	YES		NO		N	
0	single-young-affluent	29	94%	2	6%	31	100%
1	single-young-POOR	15	94%	1	6%	16	100%
	single-OLD-affluent	7	100%	0		7	100%
	MARRIED-young-affluent	7	88%	1	12%	8	100%
2	single-OLD-POOR	5	45%	6	55%	11	100%
	MARRIED-young-POOR	10	83%	2	17%	12	100%
	MARRIED-OLD-affluent	53	80%	13	20%	66	100%
3	MARRIED-OLD-POOR	25	68%	12	32%	37	100%

APPENDIX M

TABLE 14A - 1961-62

JOB ASPIRATIONS

(percentages across)

# BLOCKS		HIGH		MEDIUM		LOW		N	
			70%		27%		3%		100%
0	single-young-affluent	21		8		1		30	
			38%		62%				100%
3	MARRIED-OLD-POOR	14		23		0		37	

APPENDIX N

TABLE 18 - 1961-62

ENROLLMENT CLASSIFICATIONS*

(percentages across)

*BLOCKS	GROUP	LOWER DIVISION	UPPER DIVISION	PARTICIPANTS	COMBO	N
0	single-young-affluent	31 94%	0	1 3%	1 3%	33 100%
	single-young-POOR	16 89%	1 5%	1 6%	0	18 100%
1	single-OLD-affluent	7 32%	11 50%	4 18%	0	22 100%
	MARRIED-young-affluent	6 50%	4 33%	2 17%	0	12 100%
	single-OLD-POOR	3 23%	2 15%	8 62%	0	13 100%
2	MARRIED-young-POOR	9 64%	3 22%	2 14%	0	14 100%
	MARRIED-OLD-affluent	56 39%	70 49%	15 11%	2 1%	143 100%
3	MARRIED-OLD-POOR	23 55%	6 14%	12 29%	1 2%	42 100%

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*These figures do not represent course registrations but are based upon the assignment of course classifications to course registrations for each student. COMBO classification indicates a student whose course registrations transcend any one enrollment classification.

APPENDIX O

TABLE 7A - 1961-62

COLLEGE ATTENDANCE OTHER THAN TELEVISED INSTRUCTION

(percentages across)

# BLOCKS	GROUP	YES	NO	N
0	single-young-affluent	70% 23	30% 10	100% 33
1	single-young-POOR	78% 14	22% 4	100% 18
	single-OLD-affluent	91% 20	9% 2	100% 22
	MARRIED-young-affluent	92% 11	8% 1	100% 12
2	single-OLD-POOR	54% 7	46% 6	100% 13
	MARRIED-young-POOR	86% 12	14% 2	100% 14
	MARRIED-OLD-affluent	94% 135	6% 8	100% 143
3	MARRIED-OLD-POOR	69% 29	31% 13	100% 42

APPENDIX P

TABLE 17

GRADE RESULTS

(percentages across)

# BLOCKS	GROUP	SATIS-FACTORY		UNSATIS-FACTORY		COMBI-NATION*		N	
0	single-young-affluent	14	67%	5	24%	2	9%	21	100%
1	single-young-POOR	13	68%	4	21%	2	11%	19	100%
	single-OLD-affluent	21	95%	0		1	5%	22	100%
	MARRIED-young-affluent	7	100%	0		0		7	100%
2	single-OLD-POOR	4	50%	3	38%	1	12%	8	100%
	MARRIED-young-POOR	9	90%	0		1	10%	10	100%
	MARRIED-OLD-affluent	95	86%	8	7%	7	7%	110	100%
3	MARRIED-OLD-POOR	27	82%	5	15%	1	3%	33	100%

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*This classification includes students who did both satisfactory and unsatisfactory grade work for the courses in which they were enrolled. The table does not include students who withdrew from courses or who were enrolled as participants.

APPENDIX P (con't)

TABLE 17 - 1961-62

GRADE RESULTS

(percentages across)

# BLOCKS	GROUP	SATISFACTORY		UNSATISFACTORY		COMBINATION		N	
0	single-young-affluent	26	81%	5	16%	1	3%	32	100%
1	single-young-POOR	9	56%	6	38%	1	6%	16	100%
	single-OLD-affluent	11	69%	3	19%	2	12%	16	100%
	MARRIED-young-affluent	8	89%	1	11%	0		9	100%
2	single-OLD-POOR	3	75%	0		1	25%	4	100%
	MARRIED-young-POOR	8	80%	1	10%	1	10%	10	100%
	MARRIED-OLD-affluent	100	83%	14	12%	7	5%	121	100%
3	MARRIED-OLD-POOR	23	80%	5	17%	1	3%	29	100%